

**THE EFFECT OF THE
HUMAN RELATIONS AND HEALTH
MAINTENANCE COMPONENTS OF
THE SAPS SELF-MANAGEMENT
PROGRAMME**

by

Heiletje Marili Williams

MA (SW) (North-West University: Potchefstroom Campus)

Thesis submitted for the degree

PHILOSOPHIAE DOCTOR

in

SOCIAL WORK

at the

North-West University:
Potchefstroom Campus

Promoter:
Prof M L Weyers

Pretoria
July 2006

SUMMARY

THE EFFECT OF THE HUMAN RELATIONS AND HEALTH MAINTENANCE COMPONENTS OF THE SAPS SELF-MANAGEMENT PROGRAMME

Key terms:

Assertiveness, Conflict management, Personnel Capacity-Building Programmes (PCaBP's), Return on investment (ROI), Social work, South African Police Service (SAPS), Stress management, Substance dependency.

Background:

The success achieved with the South-African Police Service's generic Personnel Capacity-Building Programmes contributed to a 2003 decision by the National Commissioner that a similar type of intervention should be included in the basic training of SAPS recruits. This led to the development of the Self-Management Programme. This programme is, since July 2004, an integral part of the empowerment of more than 8000 recruits annually and is presented on a bi-annual basis.

A comprehensive study into the programme's short-term and long-term effect and return on investment (ROI) was launched in 2004. This thesis will report on the results achieved with the measurement of the programme's human relation and health maintenance components.

Objectives:

The primary aim of the study was to determine the effect of the Self-Management Programme's human relations and health maintenance modules on the knowledge, attitude and behaviour of SAPS recruits, as well as the programme's return on investment coefficient.

Method:

The study utilised an experimental research design, as well as focus groups and triangulation. It involved an average of 520 recruits (400 for the experimental groups and 120 for the control groups) per module. This was supplemented by qualitative research in which 91 recruits participated in various focus groups. The modules and programme was also subjected to a structured and comprehensive return on investment analysis.

Results:

Through the triangulation of measurements it was ascertained that the human relations and health maintenance modules had a practical significant effect on the recruits' knowledge, attitude and behaviour and empowered them on both a personal and a professional level. The ROI analysis also showed that the programme was of considerable financial benefit to the SAPS and should remain as an integral part of all new recruits' training in the future.

OPSOMMING

DIE EFFEK VAN DIE SAPD SE SELFBESTUURSPROGRAM SE INTERPERSOONLIKE VAARDIGHEDE EN GESONDHEIDSINSTANDHOUDINGSKOMPONENTE

Slutelterm:

Dwelmafbanklikheid, Konflikbestuur, Maatskaplike werk, Opbrengs op belegging (OOB/ROI), Personeelkapasiteitsbouprogramme, Selfgelding, Stresbestuur, Suid-Afrikaanse Polisie diens (SAPD).

Agtergrond:

Die sukses van die Suid-Afrikaanse Polisie diens (SAPD) se generiese personeelkapasiteitsbouprogramme het daartoe bygedra dat die Nasionale Kommissaris in 2003 besluit het dat 'n soortgelyke intervensie ook by die basiese opleidingsprogram van student-konstabels ingesluit moes word. Dit het tot die ontwikkeling van die Selfbestuursprogram aanleiding gegee. Dié program maak sedert Junie 2004 'n integrale deel van die bemagtiging van meer as 8 000 student-konstabels per jaar uit en word twee keer per jaar aangebied.

In 2004 is daar 'n omvattende studie na die program se kort- en langtermyn effek en opbrengs op belegging (OOB/ROI) geloods. In hierdie proefskrif sal daar verslag gedoen word oor die resultate wat met die meting van die program se interpersoonlike vaardighede en gesondheidsinstandhoudingsmodules behaal is.

Doelstellings:

Die studie se primêre doel was om die effek wat die program se interpersoonlike vaardighede en gesondheidsinstandhoudingsmodules op rekrute se kennis, houding en gedrag het, te meet en ook om die program se algemene opbrengs op belegging te bepaal.

Prosedure:

In die navorsing is daar van 'n klassieke eksperimentele navorsingsontwerp, asook fokusgroepe en triangulering gebruik gemaak. Gemiddeld 520 rekrute (400 vir die eksperimentele groepe en 120 vir die kontrole groepe) is vir die meting van elke module se effek gemobiliseer, terwyl 91 student-konstabels in die opvolgondersoek by fokusgroepe betrek is. Die modules en program is ook aan 'n gestruktureerde opbrengs op belegging-analise onderwerp.

Resultate:

Deur middel van die triangulering van metings is daar bepaal dat al die betrokke modules 'n prakties betekenisvolle effek op student-konstabels se kennis, houding en gedrag gehad het en hulle op beide 'n persoonlike en professionele vlak bemagtig het. Die OOB analise het ook aangetoon dat die program 'n groot finansiële bate vir die SAPD is en 'n permanente deel van die opleiding van student-konstabels behoort uit te maak.

ACKNOWLEDGEMENTS

SOLI DEO GLORIA

All glory and recognition to my Heavenly Father for enabling me to complete this research successfully.

A special word of appreciation to all the people who, in one way or another, contributed to the successful completion of this study.

Special acknowledgements to:

- My husband Ryno and children Juan, Alicia and other significant family members
- Dir (Dr) Erika Stutterheim, Section Head: Social Work Services, South African Police Services and Capt (Dr) Arnel Huisamen
- Prof Mike Weyers, Social Work Division, School for Psychosocial Behavioural Sciences, North-West University, Potchefstroom Campus
- All the SAPS recruits, social workers (see Appendix 18) and focus group members who participated in the study
- Dr Suria Ellis, Prof H S Steyn and the staff of Statistical Consultation Services, North-West University, Potchefstroom Campus
- The panel of experts who evaluated the content of the questionnaires (see Appendix 17)
- Prof Esté Vorster and Dr Annamarie Kruger of AUTHeR (Focus Area 9.1), North-West University, Potchefstroom Campus, for supporting the research financially
- Ms E Uren for the language editing of the manuscript.

In loving memory of my dearest late father, Dr At Louw – “Dié een is vir jou, Pa...”

<p>The financial support of the Africa Unit for Transdisciplinary Health Research (AUTHeR) (Focus Area 9.1) of the North-West University, Potchefstroom Campus is acknowledged. The opinions and conclusions reflected in this research are those of the authors and not necessarily those of AUTHeR or the North-West University.</p>
--

THE PRESENTATION OF RESEARCH RESULTS

This manuscript is presented in an article format in accordance with Rule A.11.5.3 and A.11.5.4 as set out in the *Year Book* of the North-West University (Potchefstroom Campus) (2005). The content requirements of the South African journals *Social Work/Maatskaplike Werk* and *Social Work Practitioner-Researcher / Maatskaplikewerk-Navorsers-Praktisyn* as well as the international journal, *Social Work & Society*, (see Appendix 20) were used as basis in the formulation of the articles.

The co-authors gave permission that Ms H M Williams may submit this manuscript for the purposes of a PhD degree. Dr P Huisamen also gave the author permission to utilize some of her research data in the calculation of the Self-Management Programme's overall ROI (see Article 4).

TABLE OF CONTENTS

SUMMARY	II
OPSOMMING	III
ACKNOWLEDGEMENTS	IV
THE PRESENTATION OF RESEARCH RESULTS	V
TABLE OF CONTENTS	VI
SECTION 1: ORIENTATION AND METHODOLOGICAL OVERVIEW	1
1. ACTUALITY OF THE RESEARCH	2
2. AIM AND OBJECTIVES	4
3. HYPOTHESIS	4
4. THE DEMARCATION OF THE STUDY	4
5. THE RESEARCH DESIGN AND PROCEDURE	5
5.1 THE RESEARCH DESIGN	5
5.2 THE RESEARCH PROCEDURE	5
5.2.1 Phase 1: Literature study	5
5.2.2 Phase 2: Design and testing of measurement instruments	6
5.2.3 Phase 3: Main study (measurement of the modules' short and long-term effect)	6
5.2.4 Phase 4: The calculation of the modules' return on investment (ROI)	7
5.2.5 Phase 5: Completion of the research reports	7
6. THE PARTICIPANTS	7
7. THE MEASUREMENT INSTRUMENTS	8
7.1 THE KAB QUESTIONNAIRES	8
7.2 THE PRESENTATION EVALUATION QUESTIONNAIRE	9
7.3 THE PRESENTER'S EVALUATION QUESTIONNAIRE	9
7.4 THE FOCUS GROUP QUESTIONNAIRE AND SCHEDULE	9
8. DATA PROCESSING	9
8.1 PROCEDURES AND FORMULAS USED FOR THE CALCULATION OF RELIABILITY	9
8.2 PROCEDURES FOLLOWED TO DETERMINE VALIDITY	10
8.3 PROCEDURES AND FORMULAS USED FOR THE CALCULATION OF CHANGE/EFFECT	10
8.4 PROCEDURES FOLLOWED TO DETERMINE LONG-TERM EFFECT	11
8.5 PROCEDURES AND FORMULAS USED FOR THE CALCULATION OF ROI	11
9. ETHICAL ASPECTS	12
10. DEFINITIONS	12
10.1 EFFECT ANALYSIS/MEASUREMENT	12
10.2 FOCUS GROUPS	12
10.3 HUMAN RELATIONS SKILLS	12
10.4 HEALTH MAINTENANCE SKILLS	12
10.5 KNOWLEDGE, ATTITUDE AND BEHAVIOUR	13
10.5.1 "Objective" and "subjective" knowledge	13
10.5.2 Attitude	13
10.5.3 Behaviour	13
10.6 PARTICIPANTS, RESPONDENTS AND PRESENTERS	13
10.7 RETURN ON INVESTMENT (ROI)	14
10.8 SELF-MANAGEMENT PROGRAMME	14
11. LIMITATIONS OF THE RESEARCH	14
12. THE PRESENTATION OF THE RESEARCH RESULTS	14
SECTION 2: THE JOURNAL ARTICLES	16
ARTICLE 1	17
THE NATURE OF THE SOUTH AFRICAN POLICE SERVICE'S SELF-MANAGEMENT PROGRAMME: WITH SPECIAL REFERENCE TO ITS HUMAN RELATIONS AND HEALTH MAINTENANCE COMPONENTS	17
ABSTRACT	17
1. INTRODUCTION	17
2. BACKGROUND AND DEVELOPMENT OF THE SELF-MANAGEMENT PROGRAMME	18

3.	THE NATURE OF THE SELF-MANAGEMENT PROGRAMME	19
3.1	THE CHARACTERISTICS AND PURPOSE OF THE PROGRAMME	19
3.2	THE POSITIONING, OUTCOMES AND PRESENTATION OF THE PROGRAMME.....	20
3.2.1	Presentation, outcomes and time allocation	21
3.2.2	The programme presentation package.....	23
4.	THE CONTENT OF THE HUMAN RELATIONS MODULES.....	24
4.1	MODULE 4: THE CONFLICT MANAGEMENT MODULE.....	24
4.1.1	Defining conflict	24
4.1.2	Reasons for conflict.....	25
4.1.3	Feelings surrounding conflict.....	25
4.1.4	Behaviours that intensify conflict.....	25
4.1.5	Five main styles for managing conflict	25
4.1.6	Guidelines for effective conflict management.....	26
4.2	MODULE 5: THE ASSERTIVENESS MODULE.....	26
4.2.1	Defining assertiveness	26
4.2.2	Passive, aggressive and assertive behaviour	27
4.2.3	Personal rights	27
4.2.4	An 'assertive philosophy'.....	28
5.	THE CONTENT OF THE HEALTH MAINTENANCE MODULES.....	28
5.1	MODULE 7: THE STRESS MANAGEMENT MODULE.....	28
5.1.1	Defining stress.....	28
5.1.2	Organisational causes of stress.....	29
5.1.3	Physiology of stress.....	29
5.1.4	Drawing up a 'personal stress profile'.....	29
5.1.5	Factors affecting stress resistance.....	30
5.1.6	Strategies for thriving on stress.....	30
5.1.6.1	Sustaining emotional well-being.....	30
5.1.6.2	Sustaining physical well-being.....	31
5.1.6.3	Sustaining mental and spiritual well-being.....	31
5.1.7	Drawing up a 'personal stress management plan'.....	31
5.2	MODULE 8: THE SUBSTANCE DEPENDENCY MODULE.....	32
5.2.1	Alcohol as a legal substance.....	32
5.2.2	Why people take drugs.....	32
5.2.3	Overview of legal and illegal substances.....	33
5.2.4	The effect of alcohol on the individual.....	33
5.2.5	Phases of alcohol dependency.....	34
5.2.6	Treatment.....	34
6.	CLOSING REMARKS	35
	REFERENCES.....	35

ARTICLE 2 **38**

	AN EVALUATION OF THE HUMAN RELATIONS MODULES OF THE SOUTH AFRICAN POLICE SERVICE'S SELF-MANAGEMENT PROGRAMME.....	38
	ABSTRACT	38
1.	INTRODUCTION.....	38
2.	BACKGROUND AND DEVELOPMENT OF THE SELF MANAGEMENT PROGRAMME	39
3.	STRUCTURE AND OUTCOMES OF THE SELF-MANAGEMENT PROGRAMME	40
4.	THE NATURE OF THE PROGRAMME'S HUMAN RELATIONS COMPONENT	41
5.	RESEARCH DESIGN AND PROCEDURE.....	43
5.1	AIM AND OBJECTIVES.....	43
5.2	RESEARCH DESIGN.....	43
5.3	RESEARCH PROCEDURE.....	43
5.3.1	Phase 1: Literature study	44
5.3.2	Phase 2: The pilot study (design and testing of measurement instruments).....	44
5.3.3	Phase 3: Measurement of the short-term and long-term effect of the human relations component	45
5.3.4	Phase 4: Calculation of the modules' return on investment (ROI) coefficient	45
5.3.5	Phase 5: Completion of the research reports.....	46
5.4	THE RESEARCH GROUPS	46
5.5	DATA COLLECTION INSTRUMENTS	48
5.5.1	The KAB questionnaires.....	49
5.5.2	The presentation evaluation questionnaire.....	50
5.5.3	The presenter's evaluation questionnaire	51
5.5.4	The discussion framework used for the focus groups.....	51
5.6	PROCEDURES AND FORMULAS USED IN DATA ANALYSES.....	52
5.6.1	Procedures and formulas used for the calculation of reliability.....	52
5.6.2	Procedures followed to determine validity.....	52
5.6.3	Procedures and formulas used for the calculation of change/effect.....	53

5.7	PROBLEMS ENCOUNTERED IN THE RESEARCH.....	54
6.	THE RELIABILITY OF THE MEASUREMENT INSTRUMENTS.....	54
7.	THE EFFECT OF THE HUMAN RELATIONS MODULES ON THE KNOWLEDGE, ATTITUDES AND BEHAVIOUR OF SAPS RECRUITS.....	55
7.1	THE EFFECT OF THE CONFLICT MANAGEMENT MODULE.....	55
7.1.1	The effect on objective knowledge (Scale 1).....	56
7.1.2	The effect on subjective knowledge (Scale 2).....	56
7.1.3	The effect on attitudes (Scale 3).....	56
7.1.4	The effect on behaviour (Scale 4).....	57
7.1.5	The long term effect of the module.....	57
7.2	THE EFFECT OF THE ASSERTIVENESS MODULE.....	58
7.2.1	The effect on objective knowledge (Scale 1).....	58
7.2.2	The effect on subjective knowledge (Scale 2).....	58
7.2.3	The effect on attitudes (Scale 3).....	59
7.2.4	The effect on behaviour (Scale 4).....	59
7.2.5	The long-term effect of the module.....	59
8.	THE VALUE OF THE HUMAN RELATIONS COMPONENT.....	60
9.	THE RELEVANCE OF THE HUMAN RELATIONS COMPONENT.....	60
10.	THE INFLUENCE OF THE QUALITY OF THE PRESENTATIONS.....	61
11.	THE PRESENTERS' EVALUATION OF THE HUMAN RELATIONS COMPONENT.....	63
12.	GENERAL RECOMMENDATIONS MADE BY THE PRESENTERS.....	66
13.	FINDINGS AND IMPLICATIONS.....	66
14.	RECOMMENDATIONS REGARDING THE IMPROVEMENT OF THE HUMAN RELATION MODULES.....	67
15.	CONCLUDING REMARKS.....	68
	REFERENCES.....	68

ARTICLE 3 72

	AN EVALUATION OF THE HEALTH MAINTENANCE MODULES OF THE SOUTH AFRICAN POLICE SERVICE'S SELF-MANAGEMENT PROGRAMME.....	72
	ABSTRACT	72
1.	INTRODUCTION.....	72
2.	BACKGROUND AND DEVELOPMENT OF THE PROGRAMME.....	73
3.	NATURE OF THE MODULES OF THE HEALTH MAINTENANCE COMPONENT.....	74
4.	RESEARCH DESIGN AND PROCEDURE.....	76
4.1	AIM AND OBJECTIVES.....	76
4.2	RESEARCH DESIGN.....	76
4.3	PROCEDURE.....	76
4.3.1	Phase 1: Literature study.....	76
4.3.2	Phase 2: The pilot study (design and testing of measurement instruments).....	77
4.3.3	Phase 3: Main study - measurement of the short-term and long-term effect of the health maintenance modules.....	77
4.3.4	Phase 4: Calculation of the modules' return on investment (ROI) coefficient.....	78
4.3.5	Phase 5: Completion of the research reports.....	78
4.4	THE RESEARCH GROUP.....	78
4.5	DATA COLLECTION INSTRUMENTS.....	80
4.5.1	The KAB questionnaires.....	81
4.5.2	The Presentation Evaluation Questionnaire.....	82
4.5.3	The Presenter's Evaluation Questionnaire.....	82
4.5.4	The focus group schedule.....	83
4.6	PROCEDURES AND FORMULAS USED IN DATA ANALYSIS.....	83
4.6.1	Procedures and formulas used for the calculation of reliability.....	83
4.6.2	Procedures followed to determine validity.....	83
4.6.3	Procedures and formulas used for the calculation of change/effect.....	83
5.	THE RELIABILITY OF THE MEASUREMENT INSTRUMENTS.....	85
6.	THE EFFECT OF THE HEALTH MAINTENANCE MODULES ON THE KNOWLEDGE, ATTITUDES AND BEHAVIOUR OF SAPS RECRUITS.....	85
6.1	THE EFFECT OF THE STRESS MANAGEMENT MODULE.....	85
6.1.1	The effect on objective knowledge (Scale 1).....	86
6.1.2	The effect on subjective knowledge (Scale 2).....	86
6.1.3	The effect on attitudes (Scale 3).....	86
6.1.4	The effect on behaviour (Scale 4).....	87
6.1.5	The long-term effect of the module.....	87
6.2	THE EFFECT OF THE SUBSTANCE DEPENDENCY MODULE.....	88
6.2.1	The effect on objective knowledge (Scale 1).....	88
6.2.2	The effect on subjective knowledge (Scale 2).....	88

6.2.3	The effect on attitudes (Scale 3).....	88
6.2.4	The effect on behaviour (Scale 4).....	89
6.2.5	The long-term effect of the module.....	89
7.	THE VALUE OF THE HEALTH MAINTENANCE COMPONENT.....	89
8.	THE RELEVANCE OF THE HEALTH MAINTENANCE COMPONENT.....	90
9.	THE INFLUENCE OF THE QUALITY OF THE PRESENTATIONS.....	91
10.	THE PRESENTERS' EVALUATION OF THE HEALTH MAINTENANCE COMPONENT.....	92
11.	FINDINGS AND IMPLICATIONS.....	96
12.	GUIDELINES FOR THE IMPROVEMENT OF THE HEALTH MAINTENANCE MODULES.....	97
13.	CONCLUDING REMARKS.....	97
	REFERENCES.....	98

ARTICLE 4100

**THE RETURN ON INVESTMENT (ROI) OF THE SAPS SELF-MANAGEMENT PROGRAMME:
WITH SPECIAL REFERENCE TO ITS HUMAN RELATIONS AND HEALTH MAINTENANCE
COMPONENTS..... 100**

	ABSTRACT.....	100
1.	INTRODUCTION.....	100
2.	THE BASIS FOR THE CALCULATION OF THE PROGRAMME'S ROI.....	101
2.1	THE NEED FOR A ROI ANALYSIS.....	101
2.2	THE NATURE OF ROI'S.....	103
2.3	THE CONTEXT WITHIN WHICH THE CALCULATION OF THE ROI TOOK PLACE.....	103
2.4	THE BASIC ASSUMPTIONS ON WHICH THE CALCULATION OF THE ROI WERE BASED.....	104
3.	THE RESEARCH OBJECTIVES, DESIGN AND PROCEDURE.....	105
3.1	AIM AND HYPOTHESIS.....	106
3.2	RESEARCH DESIGN.....	106
3.3	PROCEDURE.....	106
3.3.1	Phase 1: The literature study.....	106
3.3.2	Phase 2: The pilot study.....	106
3.3.3	Phase 3: The main study (short and long-term effect).....	107
3.3.4	Phase 4: The measurement of the return on investment (ROI).....	107
3.3.5	Phase 5: The presentation of results.....	107
3.4	EXPERIMENTAL SUBJECTS.....	107
3.5	MEASURING INSTRUMENTS.....	108
3.6	PROCEDURES AND FORMULAS USED IN DATA ANALYSIS.....	108
4.	THE COST OF THE MODULES.....	109
4.1	THE COST OF THE GAP ANALYSES.....	110
4.2	THE COST OF THE LEARNING MATERIAL.....	110
4.3	THE COST OF THE PRESENTERS AND THE RECRUITS.....	112
4.4	THE COST OF THE ASSESSMENT AND EVALUATION.....	114
4.5	THE FIXED COSTS.....	115
4.6	THE TOTAL COSTS OF EACH MODULE.....	116
5.	CALCULATING THE BENEFITS OF THE MODULES.....	117
5.1	GENERAL SUPPOSITIONS.....	119
5.2	PERSONNEL SAVING.....	120
5.3	TIME SAVING.....	120
5.4	OPERATIONAL SAVINGS.....	121
6.	THE BENEFITS AND ROI OF THE CONFLICT AND STRESS MANAGEMENT MODULES.....	121
6.1	THE MODULE'S BENEFITS.....	121
6.1.1	Section A: Improvements in Quality of Service.....	123
6.1.1.1	Variable 1: Estimated percentage of recruits that will be affected.....	123
6.1.1.2	Variable 2: Average percentage net value ascribed to the intervention.....	123
6.1.1.3	Variable 3: Estimated percentage contribution to improvement of quality.....	123
6.1.2	Section B: Labour and other cost savings.....	124
6.1.2.1	Variable 4: Projected Rand equivalent of stress/conflict induced staff turnover amongst recruits.....	125
6.1.2.2	Variable 5: Projected Rand equivalent of stress and conflict induced sick leave.....	125
6.1.2.3	Variable 6: Projected Rand equivalent of stress induced visits to medical practitioner.....	126
6.1.2.4	Variable 7: Projected Rand equivalent of conflict and stress induced grievances by recruits.....	127
6.1.2.5	Variable 8: Projected Rand equivalent of managers' time spent on conflict.....	128
6.1.2.6	Variable 9: Projected Rand equivalent of conflict (bullying) induced resignations among recruits.....	128
6.1.2.7	Variable 10: Projected Rand equivalent of negative workflow that results from conflict.....	129
6.1.2.8	Other cost items not included in calculations.....	129
6.1.2.9	Variable 11: The net contribution of the modules to labour and other cost savings.....	130
6.2	THE MODULES' ROI, NPV, PAYBACK PERIOD, IRR AND LEARNING COST PER RECRUIT.....	130

6.3	THE MODULES' CASH FLOW STATEMENT.....	131
7.	THE BENEFITS, THE ROI AND ASSOCIATED MEASUREMENTS OF MODULE 8: SUBSTANCE DEPENDENCY.....	132
7.1	THE MODULE'S BENEFITS.....	133
7.1.1	Section A: Improvements in Quality of Service.....	134
7.1.1.1	Variable 1: Estimated percentage of recruits that will be affected.....	134
7.1.1.2	Variable 2: Average percentage net value ascribed to the intervention.....	135
7.1.1.3	Variable 3: Estimated percentage contribution to improvement of quality.....	135
7.1.2	Section B: Labour and other cost savings.....	136
7.1.2.1	Variable 4: Rand equivalent reduction in substance dependency induced treatment.....	136
7.1.2.2	Variable 5: Rand equivalent reduction in production loss due to substance induced absenteeism.....	137
7.1.2.3	Variable 6: Rand equivalent reduction in production loss due to substance related disciplinary hearings.....	138
7.1.2.4	Variable 7: Rand equivalent reduction in production loss due to substance abuse related on and off- the job accidents and deaths.....	138
7.1.2.5	Variable 8: The net contribution of the module to labour and other cost savings.....	139
7.2	THE MODULE'S ROI, NVP, PAYBACK PERIOD, IRR AND LEARNING COST PER RECRUIT.....	139
7.3	THE MODULE'S CASH FLOW STATEMENT.....	140
8.	THE SELF-MANAGEMENT PROGRAMME'S ROI, NVP, PAYBACK PERIOD, IRR AND LEARNING COST PER RECRUIT.....	141
9.	MAIN FINDING.....	144
10.	CLOSING REMARKS.....	145
	REFERENCES.....	145
SECTION 3: CONCLUSIONS, GUIDELINES AND RECOMMENDATIONS.....		149
1.	INTRODUCTION.....	150
2.	CONCLUSIONS REGARDING THE RESEARCH DESIGN AND PROCEDURE.....	150
3.	CONCLUSIONS REGARDING THE DESIGN OF THE HUMAN RELATIONS AND HEALTH MAINTENANCE COMPONENTS.....	151
4.	CONCLUSIONS REGARDING THE QUALITY OF THE PROGRAMME PRESENTATIONS.....	151
5.	CONCLUSIONS REGARDING THE EFFECT OF THE HUMAN RELATIONS AND HEALTH MAINTENANCE COMPONENTS.....	152
6.	CONCLUSIONS REGARDING THE ROI OF THE PROGRAMME.....	152
7.	FINDINGS.....	152
8.	GUIDELINES AND RECOMMENDATIONS.....	153
8.1	GUIDELINES AND RECOMMENDATIONS FOR THE IMPROVEMENT OF THE MODULES.....	153
8.1.1	The recommendations regarding the human relations modules.....	153
8.1.2	The recommendations regarding the Health Maintenance modules.....	153
8.2	GUIDELINES AND RECOMMENDATIONS FOR THE IMPROVEMENT OF THE PRESENTERS' PRESENTATION SKILLS AND THE PRESENTATION CONTEXT.....	154
8.3	GUIDELINES AND RECOMMENDATIONS FOR THE USE OF ROI'S IN SOCIAL WORK.....	154
9.	CONCLUDING REMARKS.....	154
SECTION 4: APPENDIXES.....		155
APPENDIX 1:	STATISTICS RE MODULE 4: CONFLICT MANAGEMENT.....	156
APPENDIX 2:	STATISTICS RE MODULE 5: ASSERTIVENESS.....	158
APPENDIX 3:	STATISTICS RE MODULE 7: STRESS MANAGEMENT.....	160
APPENDIX 4:	STATISTICS RE MODULE 8: SUBSTANCE DEPENDENCY.....	162
APPENDIX 5:	RESULTS OF THE FOCUS GROUP DISCUSSION OF MODULE 4: CONFLICT MANAGEMENT.....	164
APPENDIX 6:	RESULTS OF THE FOCUS GROUP DISCUSSION OF MODULE 5: ASSERTIVENESS.....	171
APPENDIX 7:	RESULTS OF THE FOCUS GROUP DISCUSSION OF MODULE 7: STRESS MANAGEMENT.....	178
APPENDIX 8:	RESULTS OF THE FOCUS GROUP DISCUSSION OF MODULE 8: SUBSTANCE DEPENDENCY.....	186

APPENDIX 9:	QUESTIONNAIRES USED IN THE EVALUATION OF MODULE 4: CONFLICT MANAGEMENT.....	195
M4(a)	Pre-session questionnaire (Pre-test: Experimental group).....	196
M4(b)	Post-session questionnaire (Post-test: Experimental group).....	201
M4(c)	1 st questionnaire (Pre-test: Control group).....	208
M4(d)	2 nd questionnaire (Post-test: Control group).....	213
APPENDIX 10:	QUESTIONNAIRES USED IN THE EVALUATION OF MODULE 5: ASSERTIVENESS.....	218
M5(a)	Pre-session questionnaire (Pre-test: Experimental group).....	219
M5(b)	Post-session questionnaire (Post-test: Experimental group).....	225
M5(c)	1 st questionnaire (Pre-test: Control group).....	233
M5(d)	2 nd questionnaire (Post-test: Control group).....	239
APPENDIX 11:	QUESTIONNAIRES USED IN THE EVALUATION OF MODULE 7: STRESS MANAGEMENT.....	245
M7(a)	Pre-session questionnaire (Pre-test: Experimental group).....	246
M7(b)	Post-session questionnaire (Post-test: Experimental group).....	252
M7(c)	1 st questionnaire (Pre-test: Control group).....	260
M7(d)	2 nd questionnaire (Post-test: Control group).....	267
APPENDIX 12:	QUESTIONNAIRES USED IN THE EVALUATION OF MODULE 8: SUBSTANCE DEPENDENCY.....	274
M8(a)	Pre-session questionnaire (Pre-test: Experimental group).....	275
M8(b)	Post-session questionnaire (Post-test: Experimental group).....	282
M8(c)	1 st questionnaire (Pre-test: Control group).....	291
M8(d)	2 nd questionnaire (Post-test: Control group).....	298
APPENDIX 13:	THE PRESENTATION EVALUATION QUESTIONNAIRE.....	305
APPENDIX 14:	THE PRESENTER'S EVALUATION QUESTIONNAIRE.....	309
APPENDIX 15:	THE RECRUITS' EVALUATION OF THE PRESENTATIONS.....	322
APPENDIX 16:	THE PRESENTERS' EVALUATION OF THE PRESENTATIONS.....	323
APPENDIX 17:	LIST OF PANEL OF EXPERTS THAT REVIEWED THE MEASUREMENT INSTRUMENTS.....	324
APPENDIX 18:	LIST OF SOCIAL WORKERS THAT WAS INVOLVED IN THE PRESENTATION OF THE SELF-MANAGEMENT PROGRAMME.....	325
APPENDIX 19:	PROFILE OF RECRUITS PER BASIC TRAINING PROVISION INSTITUTION (BTPI) - JANUARY 2005.....	326
APPENDIX 20:	GUIDELINES FOR AUTHORS.....	327
	INSTRUCTIONS TO AUTHORS: SOCIAL WORK/ MAATSKAPLIKE WERK.....	327
	REQUIREMENTS SET BY THE JOURNAL: THE SOCIAL WORK PRACTITIONER-RESEARCHER.....	328
	REQUIREMENTS SET BY THE JOURNAL: SOCIAL WORK & SOCIETY.....	330
	ALL REFERENCES.....	332

LIST OF TABLES

<i>Number</i>	<i>Page</i>
 Article 1	
Table 1: The outcomes and objectives of the Basic Training Learning Programme (BLLP).....	20
Table 2: Outcomes and time allocation of the Self-Management Programme	22
Table 3: The contents of the programme presentation package	23
 Article 2	
Table 1: The themes and presentation method of the Human Relation modules: Conflict Management and Assertiveness	42
Table 2: The profile of the experimental and control groups in terms of SAPS Basic Training Provision Institution (the human relations study only).....	47
Table 3: The profile of the experimental and control groups in terms of race and gender (the human relations study only).....	47
Table 4: Composition of the KAB questionnaires	50
Table 5: Composition of the presentation evaluation questionnaires	50
Table 6: Composition of the presenter's evaluation questionnaire.....	51
Table 7: Cronbach alpha of the Conflict Management and Assertiveness modules.....	54
Table 8: The covariance-analysis for scales 1 - 4: Conflict management.....	56
Table 9: The covariance-analysis for scales 1 - 4: Assertiveness	58
Table 10: The value of the Human relations component: Scale 5	60
Table 11: The relevance of the Human relations component: Scale 6.....	61
Table 12: The recruits' evaluation of the general elements of the presentation.....	62
Table 13: The presenters' evaluation of the relevance of the modules	63
Table 14: The presenters' evaluation of the general elements of the presentation.....	64
Table 15: The presenters' evaluation of the value and relevance of the Conflict Management module.....	65
Table 16: The presenters' evaluation of the value and relevance of the Assertiveness module.....	66
 Article 3	
Table 1: The structure and content of the SAPS's Basic Training Learning Programme.....	74
Table 2: The themes and presentation method of the health maintenance modules: Stress Management and Substance Dependency	75
Table 3: The profile of the experimental and control groups in terms of SAPS Basic Training Provision Institutions (the health maintenance study only).....	78
Table 4: The profile of the experimental and control groups in terms of race and gender (the health maintenance study only).....	79
Table 5: Composition of the KAB questionnaires	81
Table 6: Composition of the Presentation Evaluation Questionnaires (Scale 7).....	82
Table 7: Composition of the Presenter's Evaluation Questionnaire	82
Table 8: Cronbach alpha of the Stress Management and Substance Dependency modules.....	85
Table 9: The covariance-analysis for scales 1 - 4: Stress Management.....	86
Table 10: The covariance-analysis for scales 1 - 4: Substance Dependency.....	88
Table 11: The value of the Health Maintenance Component (Scale 5).....	90
Table 12: The relevance of the Health Maintenance Component (Scale 6)	90
Table 13: The recruits' evaluation of three general elements of the presentation	92
Table 14: The presenters' evaluation of the relevance of the programme.....	93

Table 15:	The presenters' evaluation of three general elements of the presentation	94
Table 16:	The presenter's evaluation of the value and relevance of the Stress Management module.....	94
Table 17:	The presenters' evaluation of the value and relevance of the Substance Dependency module.....	95

Article 4

Table 1:	Basic assumptions on which calculations of the modules' ROI were based.....	105
Table 2:	The total costs of each of the five modules	116
Table 3:	Matrix of quality improvement and cost-reduction criteria	118
Table 4:	The value of Module 4: Conflict Management and Module 7: Stress Management.....	123
Table 5:	The relevance of Module 4: Conflict Management and Module 7: Stress Management.....	124
Table 6:	Projected cost of conflict and stress induced turnover amongst recruits	125
Table 7:	Projected cost of stress and bullying induced sick leave by recruits	126
Table 8:	Projected cost of stress induced visits to medical practitioners by recruits	127
Table 9:	Projected cost of conflict and stress induced grievances by recruits	127
Table 10:	Projected cost of managers' time spent on conflict and conflict related issues involving recruits.....	128
Table 11:	Projected cost of conflict induced resignations by recruits	128
Table 12:	Projected cost of conflict on workflow	129
Table 13:	The value of Module 8: Substance dependency	135
Table 14:	The relevance of Module 8: Substance Dependency	135
Table 15:	Projected cost of substance dependency related in-house treatment to the employer.....	137
Table 16:	Projected savings in substance induced sick leave amongst recruits.....	137
Table 17:	Projected savings in substance related disciplinary hearings	138
Table 18:	Projected savings in substance related on-the-job injuries and deaths	139
Table 19:	The total costs of the Self-Management Programme	141

Appendices

Table 1.1:	The t-test on scales 1 to 4: Conflict Management.....	156
Table 1.2:	The value of the Conflict Management module (Scale 5)	156
Table 1.3:	The relevance of the Conflict Management module.....	157
Table 2.1:	The t-test on Scale 1 to 4: Assertiveness module	158
Table 2.2:	The value of the Assertiveness module	158
Table 2.3:	The relevance of the Assertiveness module	159
Table 3.1:	The t-test on scales 1 to 4: Stress Management.....	160
Table 3.2:	The value of the Stress Management module	160
Table 3.3:	The relevance of the Stress Management module.....	161
Table 4.1:	The t-test on Scale 1 to 4: Substance Dependency	162
Table 4.2:	The value of the Substance Dependency module	162
Table 4.3:	The relevance of the Substance Dependency module.....	163
Table 15.1:	Evaluation of the presentation	322
Table 16.1:	The presenters' evaluation.....	323

LIST OF FIGURES

<i>Number</i>	<i>Page</i>
Section 1	
Diagram 1.1: The composition of the Self-management Programme in terms of Brooks's taxonomy of life skills	3
Diagram 1.2: The way in which triangulation was used in the study	8
Article 1	
Diagram 1: The composition of the Self-management Programme in terms of Brooks's taxonomy of life skills	19
Article 2	
Diagram 1: The composition of the Self-management Programme in terms of Brooks's taxonomy of life skills (<i>with a special focus on the human relations modules</i>).....	41
Diagram 2: The usage of triangulation in this study	49
Article 3	
Diagram 1: The composition of the Self-management Programme in terms of Brooks's taxonomy of life skills (<i>with a special focus on the health maintenance modules</i>).....	73
Diagram 2: The components and focus of the triangulation process	80
Article 4	
Diagram 1: Composition of the Self-Management Programme in terms of Brooks's taxonomy of life skills (<i>with the focus on component 1 & 2</i>).....	104

LIST OF WORKSHEETS

<i>Number</i>	<i>Page</i>
Article 4	
Worksheet 1: Input assumptions of the four modules.....	109
Worksheet 2: Gap analysis cost of the four modules	110
Worksheet 3: Cost of the four modules' learning material (including design and development)	111
Worksheet 4: Facilitation and recruit cost of the four modules	113
Worksheet 5: Assessment cost of the four modules	114
Worksheet 6: Evaluation cost of the four modules	115
Worksheet 7: Fixed costs involved in the presentation of the four modules.....	115
Worksheet 8a: The combined benefits of the Conflict and Stress Management modules.....	122
Worksheet 9a: ROI and associated measurements of Module 4: Conflict Management and Module 7: Stress Management.....	130
Worksheet 10a: Cash Flow Statement for Module 4: Conflict Management and Module 7: Stress Management	132
Worksheet 8b: The benefits of Module 8: Substance Dependency.....	133
Worksheet 9b: ROI and associated measurements of Module 8: Substance dependency.....	139
Worksheet 10b: Cash Flow Statement for Module 8: Substance dependency.....	140
Worksheet 8c: The benefits of the Self-Management Programme	142
Worksheet 9c: The ROI and associated measurements of the Self-Management Programme	143
Worksheet 10c: Cash Flow Statement: Self-Management Programme	144

SECTION 1: ORIENTATION AND METHODOLOGICAL OVERVIEW

1. ACTUALITY OF THE RESEARCH

In 1997, the 183 social workers in the employ of the South African Police Service (SAPS) found themselves in somewhat of a predicament. There were such strong indications that their therapy-centred approach to service delivery could no longer deal effectively with an increasing incidence of social problems amongst the organisation's then 132 000 employees that the outsourcing of occupational social work services and the closure of Police Social Work Services (PSWS) was a possibility (cf. Stutterheim & Weyers, 2002:6). A potential solution would be to find an alternative approach to service delivery and to prove its effectiveness. This gave rise to the development of the 15 Personnel Capacity-Building Programmes (abbreviated as PCaBP's) that now form an integral part of their proactive occupational social work service and which later on also included the *Evaluation of Personnel Capacity-building Programmes 1* study (abbreviated as EPCaP1).

The EPCaP1 study was launched in the latter half of 2001 and involved 11 researchers, 146 programme presenters, 3437 members of experimental groups and 720 comparison group members. Through the use of advanced statistical analysis and triangulation it was found that the programmes had a practical significant effect on the knowledge, attitude and behaviour of SAPS personnel (Huisamen, 2003:124; Weyers, 2004:vii-viii; Williams, 2003:50-53). The positive outcome of this study contributed to a decision by the National Commissioner of the SAPS that similar types of programmes must be included in the new Basic Training Learning Programme (BTLP) of SAPS recruits. This led to the development of the all-inclusive Self-Management Programme and its bi-annual presentation to approximately 8 000 recruits from July 2004 onwards.

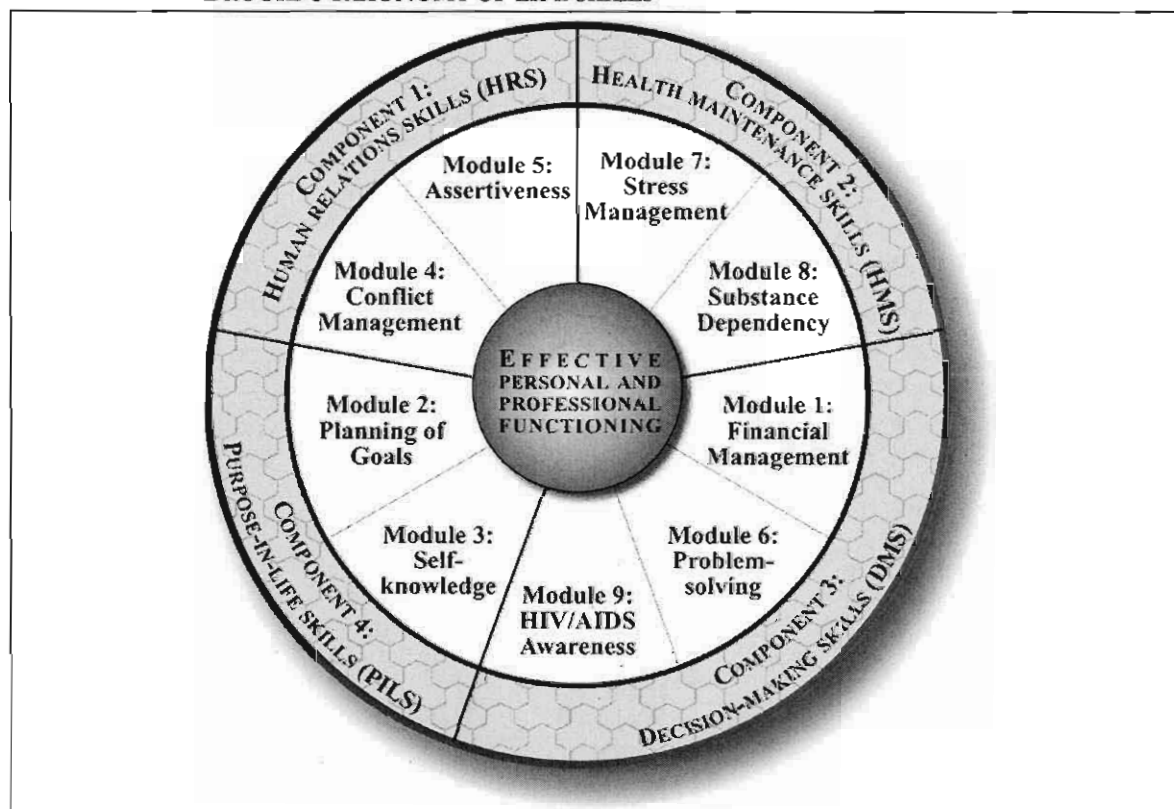
Because of the needs of the organisation, it was decided from the outset to subject the new Self-Management Programme to a thorough impact analysis. The comprehensive *Evaluation of Personnel Capacity-building Programmes 2* study (abbreviated as EPCaP2) on the short and long-term effect and return on investment (ROI) of this new programme was, subsequently, launched in 2004. This manuscript reports on the results achieved with the human relation and health maintenance components of this new programme and its implications for the SAPS in particular and occupational social work in general.

The basic aim of the Self-Management Programme is to equip SAPS recruits with the knowledge, attitude and skills required for effective functioning on the professional and personal level (cf. SAPS, 2004:iii). The programme consists of 9 modules. These modules can, on the basis of a taxonomy that was developed by Brooks (1984:359-381), Darden *et al.* (1996:3-5) and Ginter (1999:191-193), be divided into four components. They are:

- Component 1: Human relations skills (HRS)
- Component 2: Health maintenance skills (HMS)
- Component 3: Decision-making skills (DMS)
- Component 4: Purpose-in-life skills (PILS)

The composition of the programme in terms of the adapted taxonomy is illustrated in Diagram 1.1.

DIAGRAM 1.1: THE COMPOSITION OF THE SELF-MANAGEMENT PROGRAMME IN TERMS OF BROOKS'S TAXONOMY OF LIFE SKILLS



Because of the comprehensive nature of the Self-Management Programme, it was not possible for one researcher to cover its impact-analysis alone. It was subsequently decided that this researcher will focus on the **human relations** and **health maintenance** components' modules (see Diagram 1.1), while another researcher would address the other two components (cf. Huisamen, 2005:22).

The new Basic Training Learning Programme (BTLP) included the Self-Management Programme (Theme 3) and was presented to approximately 4 000 recruits for the first time in July 2004. The research into its effect commenced at the same time and was aimed at answering the following research questions:

- to what extent do the human relations and health maintenance components of the Self-Management Programme adhere to the theoretical principles applicable to personnel capacity-building programmes?
- what is the effect of the human relations and health maintenance components on recruits' knowledge, attitude and behaviour (KAB)?
- what is the programme's return on investment (ROI) for the SAPS?
- how could the human relations and health maintenance components of the programme be improved?

2. AIM AND OBJECTIVES

The overall aim of this study was:

- to determine the effect of the human relations and health maintenance modules of the Self-Management Programme on the knowledge, attitude and behaviour of SAPS recruits, as well as the programme's return on investment coefficient.

In order to achieve this aim, the following four objectives were pursued in the research:

- to determine the extent to which the human relations and health maintenance modules of the Self-Management Programme adhered to the theoretical principles applicable to personnel capacity-building programmes
- to measure, by means of empirical research, the effect of the human relations and health maintenance modules on knowledge, attitude and behaviour (KAB) of recruits
- to determine the programme's return on investment (ROI) for the SAPS
- to provide recommendations for the improvement of the Self-Management Programme.

3. HYPOTHESIS

Two hypotheses were tested in the research. They were:

- that the human relations and health maintenance modules have a practical significant effect on the knowledge, attitude and behaviour of SAPS recruits
- that the two selected components of the programme would provide a positive return on SAPS's investment of time, money and effort.

4. THE DEMARCATION OF THE STUDY

Three factors were used to demarcate the study. These were the modules that would be covered, the population that would be represented and the time span that would be used.

The study would only focus on four of the nine modules that make up the Self-Management Programme. These were Conflict Management (Module 4), Assertiveness (Module 5), Stress Management (Module 7) and Substance Dependency (Module 8). The modules were presented in their original form throughout the research period.

The population consisted of all the recruits that took part in the Basic Training Learning Programme (BTLP) during January 2005. Stratified, random sampling (cf. Strydom, 2005:200) was used to select a representative experimental and control group from this population. In the selection of the members of the focus groups for the follow-up research, availability sampling was utilized (see individual articles for more detail).

The main empirical research only involved the January 2005 intake of recruits. Because the recruitment and intake policy had not changed from the first intake in July 2004 up until the end of 2006, it was accepted that the research results could be extrapolated to all the recruits that underwent their training during this period.

5. THE RESEARCH DESIGN AND PROCEDURE

Only a broad overview of the research design and procedure will be provided in this section of the research. Detail regarding the research groups, measurement instruments and other design and procedural issues will be contained in the four articles that make up the core of the document.

5.1 THE RESEARCH DESIGN

In the empirical research, use was first made of the experimental or “randomized pre-test-post-test control group design” (Fouche & De Vos, 2002:147) to measure the short-term effect of the modules. This was followed by a more qualitative and descriptive study that utilized focus groups in order to determine the modules’ long-term effect. The return on investment analysis utilized a ROI analysis framework and formulas that were developed by Meyer *et al.* (2003:5).

5.2 THE RESEARCH PROCEDURE

The researcher’s involvement in the previous EPCaP1 study, as well as the development and presentation of the new Self-Management Programme could, to a large degree, be viewed as the pre-study phase of the current research. It served as an orientation to the research field and helped with the conceptualisation and demarcation of the study (cf. Strydom, 1999:47; Technical Language Committee, 1995:67).

The research procedure that was followed can be divided into five basic phases. They are the literature study, the design and testing of the measurement instruments, the measurement of the modules’ short and long-term effects, the calculation of the programme’s return on investment (ROI) and the completion of the research report.

5.2.1 Phase 1: Literature study

The literature study focused on the nature of the issues that are covered by the Self-Management Programme’s modules, the requirements that capacity-building programmes should adhere to, the nature of effect measurement and ROI analyses. The sources that were consulted included books, journals and other research publications from South Africa and abroad. Due to the diverse and unique nature of the research, these sources covered a variety of fields. They included social work, adult education, personnel and general management, industrial psychology, community policing and statistical analysis. The results attained were especially used in the development of the measurement instruments (questionnaires) and the interpretation of data.

In order to contextualise the research, interpret the data and to formulate substantive recommendations for the improvement of the Self-Management Programme, it was also necessary to analyse various South African Police Service documents. It included policy documents and annual reports.

In order to identify appropriate sources, the following databases were used:

- The NEXUS – RGN database for current and completed research in South Africa from 1969
- RSAT – Index of South African magazine articles from 1987
- EbscoHost – that includes Academic Search Premier, Business Source Premier and MasterFILE Premier
- Social Sciences Index
- Social Work Abstracts
- Psyclit – Psychology database from 1987
- ERIC – Educational Resources Information Centre
- Catalogue – Ferdinand Postma Library, North-West University, Potchefstroom Campus.

5.2.2 Phase 2: Design and testing of measurement instruments

The second phase of the research process encompassed the design and testing of the various measurement instruments. The results of the literature study were utilized to design concept questionnaires. A panel of experts conducted the evaluation of these questionnaires and then the pilot-testing followed. The pilot study took place in July 2004 and involved two platoons each from the Oudtshoorn and Pretoria Basic Training Provision Institutions. On average 130 respondents completed the questionnaires for each module. The data generated by this process was then subjected to a thorough statistical analysis. It included the calculation of each scale's Cronbach alpha coefficient (Gravetter & Forzano, 2003:391; Jackson, 2003:42-43) and the use of Cohen's formula (Cohen, 1988:20-27; Steyn, 2000:1-3) to determine the size of the modules' effect on recipients' knowledge, attitudes and behaviour. The results attained were then, where necessary, used to improve the measurement instruments and to prepare them for the main study.

5.2.3 Phase 3: Main study (measurement of the modules' short and long-term effect)

The main study started in January 2005 and consisted of two parts. The first part took place from 24 to 29 January 2005 and consisted of the selection and mobilisation of the various experimental groups, their completion of the different pre-tests, the presentation of the modules (independent variable) to them and then their completion of the post-tests as well as the presentation evaluation questionnaire. At the same time, different control groups completed similar pre-test and post-test questionnaires without taking part in the modules (independent variable). This made it possible to calculate the net effect of the modules on the experimental group.

The second part commenced at the end of July 2005 (i.e. approximately seven months after the first phase) and comprised various focus group sessions with student constables. The main aim of these sessions was to ascertain the long-term effect of the modules on their work and personal functioning.

The data generated by phase 3 of the research were then analysed and interpreted.

5.2.4 Phase 4: The calculation of the modules' return on investment (ROI)

As a fourth phase, the results of the main study were combined with an analysis of the costs of the training in order to calculate the modules' and programme's return on investment (cf. Davidove & Schroeder, 1992:70-71; Goldwasser, 2001:82-88; Moonen, 2003:147-165).

5.2.5 Phase 5: Completion of the research reports

After all the data had been captured, analysed and interpreted, four research articles were written and additional reports drawn up. These reports include recommendations for the improvement of the content, the presentation of the modules and of the programme as a whole.

6. THE PARTICIPANTS

The participants in the research can be divided into five groups. These are the members of the experimental groups, the control groups, the focus group members, the social workers who presented the modules and the panel of experts.

The experimental group consisted on average of 400 respondents and the control group of 120 participants per module. The sample represented approximately 12% of the total population of 4249 recruits (see Appendix 19). This sample is in line with the requirements set by Stoker (in Strydom & Venter, 2002:201).

The participants were selected on a stratified random basis, but the process also included an element of quota sampling (cf. Strydom, 1999:55-69; Zechmeister & Posavec, 2003:11). The experimental group was stratified according to geographical areas with four platoons from the more southerly Oudtshoorn Basic Training Provision Institution (abbreviated as 'BTPI'), four from the more easterly Bisho BTPI and four from the more northerly Pretoria BTPI. The control group was selected on the same basis as the experimental group, but from the Phillipi, Graaff-Reinet and Chatsworth BTPI's. Both the experimental and control groups completed the questionnaires at the same time.

In addition to the experimental and control groups, seven focus groups consisting of at least twelve recruits each (91 participants in total) were mobilized about seven months after the completion of the Self-Management Programme. The selection was done on an availability basis.

All the social workers that presented a module to the experimental groups were requested to complete a presenter's evaluation questionnaire.

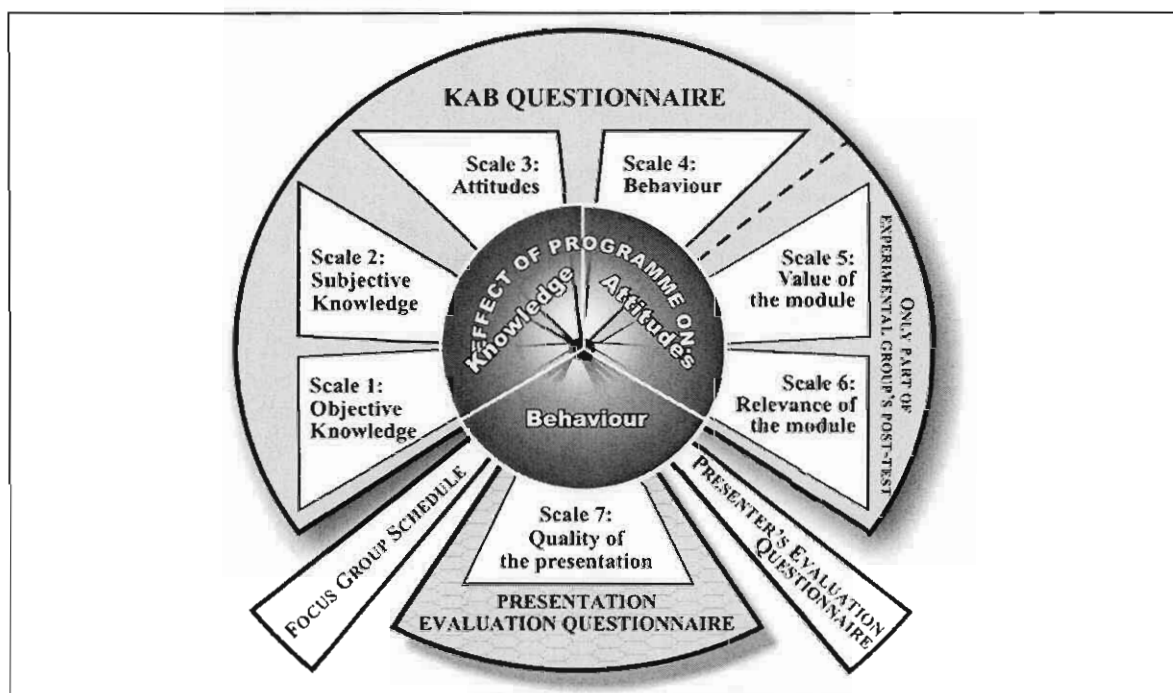
During the development and pilot study phase of the research, a panel of experts first evaluated all the KAB questionnaires. The panel consisted of three social work academics, a lecturer in psychology and a senior police social worker (see Appendix 17).

7. THE MEASUREMENT INSTRUMENTS

Three categories of questionnaires and schedules were utilised during the study. They were the KAB questionnaires, a presentation evaluation questionnaire, a presenter's evaluation questionnaire and the focus group evaluation questionnaire and schedule. In order to bridge potential shortcomings in the individual instruments, triangulation was used. For the purposes of the study, triangulation was seen as “ the combination of two or more theories, data sources, methods or investigators in one study of a single phenomenon to converge on a single construct” (Hilton, 2002). In this regard, the so-called ‘within-method’ (Bryman, 2003) of triangulation was used because multiple instruments were employed to measure the same phenomenon, viz. the effect of the programme (cf. Mark, 1996:220; Patton, 2002:556, 559-560).

The fit between the different questionnaires and scales is portrayed in Diagram 1.2.

DIAGRAM 1.2: THE WAY IN WHICH TRIANGULATION WAS USED IN THE STUDY



7.1 THE KAB QUESTIONNAIRES

The KAB questionnaires were designed by the researcher and were based on the unique outcomes and content of the human relations and health maintenance modules. They measured each module's impact on the participants' knowledge, attitude and (intended) behaviour (KAB), as well as their evaluation of the module's value and relevance. The questionnaires, which consisted of an average of 80 scaled questions per module, were completed before and after the intervention. At the same time, the members of the control groups completed KAB questionnaires similar to those of the experimental groups.

7.2 THE PRESENTATION EVALUATION QUESTIONNAIRE

The presentation evaluation questionnaire that was successfully utilized during the previous EPCaP1 study (Williams, 2003:95) was used throughout this research. The instrument usually consisted of 23 items and focused on the respondent's experience of the presenter and his/her presentation skills, as well as the learning experience and the module content (see Appendix 13).

7.3 THE PRESENTER'S EVALUATION QUESTIONNAIRE

The presenter's evaluation questionnaire was based on the presentation evaluation questionnaire. Each social worker that presented a module was requested to complete such a questionnaire (see Appendix 14). It enabled them to evaluate their own presentation abilities or skills, as well as the relevance of the modules. It also afforded them the opportunity to make recommendations regarding the improvement of the modules and programme.

7.4 THE FOCUS GROUP QUESTIONNAIRE AND SCHEDULE

The purpose of the focus group sessions was to determine the long-term effect of the human relations and health maintenance components on their self-management skills, as well as whether they were able to adopt these skills, internalise them and apply them either in their work environment or personal lives. In order to facilitate this discussion process, a combined questionnaire and schedule was developed (see Appendix 5 - 8).

Overall the data collection instruments comprised of more than 200 000 individual measurement items. The procedures and formulas used to analyse this data will be discussed next.

8. DATA PROCESSING

The effect measurement of the statistical data was analysed in conjunction with the Statistical Consultation Services of the North-West University: Potchefstroom Campus, and with the aid of the SAS computer package (SAS Institute Inc., 1999). The data collected from the focus group discussions were clustered into themes and trends and also integrated in the interpretation of the statistical data. The results were also utilized during the triangulation of measurements. The procedures and formulas that were used will be discussed briefly.

8.1 PROCEDURES AND FORMULAS USED FOR THE CALCULATION OF RELIABILITY

The 'Cronbach alpha coefficient' (abbreviated as Cronbach Alpha, "CA" or simply " α ") of each scale was calculated in order to determine its reliability (Gravetter & Forzano, 2003:455). Due to the non-clinical nature of the scales/subscales, an $\alpha = 0.5 - 0.79$ was viewed as acceptable and $\alpha \geq 0.8$ as highly reliable (cf. Jackson, 2003:87-91). Only one scale fell below the $\alpha \geq 0.5$ level.

8.2 PROCEDURES FOLLOWED TO DETERMINE VALIDITY

The face, content and criteria validity of the individual questions and scales were initially determined by means of the review process by a panel of experts and the comprehensive pilot study (cf. Creswell, 2003:157-158; Elmes *et al.*, 2003:55-59; Jackson, 2003:44-45). The main empirical study and its concomitant triangulation of results, however, should be viewed as the most important step in this process.

8.3 PROCEDURES AND FORMULAS USED FOR THE CALCULATION OF CHANGE/EFFECT

Because an experimental design was used, it was possible to regard the respondents as a subpopulation of the target population (i.e. the January 2005 intake of recruits). Inferential statistics could, consequently, be used to generalise the findings to the target population (cf. Steyn, 1999:1-2). The research took it a step further by using Cohen's formula for the calculation of effect sizes (Cohen, 1988:20-27; Steyn, 2000:1-3) as its main formula. This entails dividing the difference between two averages (or averages of a given mean) by the standard deviation (cf. Gravetter & Forzano, 2003:454). According to Steyn (2000:3), this is a natural criterion for drawing conclusions regarding significance.

A four-step procedure was followed to calculate the effect (if any) that was measured by each of the scales.

It was first necessary to determine whether the experimental groups (group 'e') and control groups (group 'c') were *comparable before* the start of the intervention programme. This was done by calculating and comparing the effect sizes (also known as Cohen's d-values) per scale of the two groups' pre-test measurements. A co-variance analysis was performed to ensure that there were no significant differences (i.e. $d < 0.5$) between the d-values on pre-test level. All the scales used in the research complied with this requirement.

The next step entailed the calculation of changes that had occurred on a pre-test and post-test basis in the experimental and control group *separately*. This was done by means of paired t-tests. The results indicated the growth that took place with the experimental groups, as well as the control group, if any.

Once it was established that significant change had occurred, it was necessary to ascertain whether there were any practical significant differences *between* the pre-tests and post-tests scores of the experimental and comparison groups. To compute the *net difference* per scale, the values of the pre-tests were corrected in order to determine whether the experimental group gained more knowledge than the control group. Cohen's formula for calculating the effect size *between two groups* was then used. This formula is:

$$d = \frac{|\mu_1 - \mu_2|}{\sqrt{MSE}}$$

Where:

d = effect size

μ_1 = average difference score in the experimental group (e)

μ_2 = average difference score in the comparison group (c)

$\mu_1 - \mu_2$ = difference between average difference

MSE = mean square error of the ANCOVA (Cohen, 1988: 20-27; Steyn, 2000:1-3)

The following guidelines were used to interpret the d-values that were produced:

- d = 0.2 would indicate a *small effect*, implying that the research should be repeated in order to confirm whether there is an effect
- d = 0.5 would indicate a *medium effect*, implying that the result can be viewed as significant, but also that better planned research could produce even more significant results
- d = 0.8 would indicate a *large effect* which is of *practical significance*.
- Because there are no absolute boundaries between the three d-values, concepts such as 'small to medium effect' and 'large effect' can be used (Cohen, 1969:22-25; Spatz, 2001:74-75; Steyn, 1999:3).

The fourth step was to interpret the data that were generated by Scales 5, 6 and 7, the general questions and the focus groups. In the case of direct questions, descriptive statistics such as totals, percentages and averages were used. A content analysis was done on the responses produced by the focus group sessions.

8.4 PROCEDURES FOLLOWED TO DETERMINE LONG-TERM EFFECT

The results of the focus group discussions were taken into consideration when the effect change was analysed per scale. The trends and themes of the discussions were recorded and analysed.

8.5 PROCEDURES AND FORMULAS USED FOR THE CALCULATION OF ROI

The results of the main study, as well as an analysis of the costs involved in the implementation of the programme were used to determine the programme's ROI. The views of Meyer *et al.* (2003:5) were taken into consideration and the following formula was utilized:

The basic formula that will be used for this purpose is the following:

$$ROI (\%) = \frac{\text{Net Programme Benefits (benefits - costs)}}{\text{Programme Costs}} \times 100$$

Where:

- Net programme benefit = Total benefits *minus* costs
- Benefits = Improvements in quality of service + labour and other cost savings
- Programme cost = Financial costs + manpower/time inputs (cf. Moonen, 2003:147-165).

9. ETHICAL ASPECTS

Written permission to conduct the research within the organisation was obtained from the South African Police Service. The Ethics Committee of the North-West University also approved the research (Ethics Committee permission number: 04K16).

The research focused solely on the modules of the Self-Management Programme and not on SAPS recruits as a 'clinical' population. Participation was voluntary and each respondent was informed of the nature and implications of the research and required to complete a written consent form. In the questionnaires, use was made of a system of secret codes that made it impossible to identify a particular person. The control group attended the Self-Management Programme one week after it was presented to the experimental group.

10. DEFINITIONS

A number of concepts, which are used continually throughout this research, will be briefly explained.

10.1 EFFECT ANALYSIS/MEASUREMENT

The concept 'effect analysis' refers to both the process and the results obtained through the use of Cohen's formula for the calculation of effect size. In this regard, 'effect' will refer to the change (if any) that was brought about by each module (independent variable) with respect to the respondent's knowledge levels, attitudes and/or behaviour.

10.2 FOCUS GROUPS

The following definition of a focus group will be used as a basis in the research: " a group of individuals selected and assembled by researchers to discuss and comment on, from personal experience, the topic that is the subject of the research" (Gibbs, 1997:1).

10.3 HUMAN RELATIONS SKILLS

The human relation skills can generally be defined as a category of skills " necessary for effective communication leading to ease in establishing relationships, small and large group and community membership and participation, and management of interpersonal intimacy" (Darden *et al.*, 1996:136-7). In the research, the spotlight will fall especially on conflict management and assertiveness as part of the human relations category of skills (cf. Jarvis, 1990:157).

10.4 HEALTH MAINTENANCE SKILLS

The health maintenance dimension includes skills necessary for physical fitness, nutrition maintenance, leisure activity selection, stress management and the avoidance of health damaging

practices (Darden *et al.*, 1996:136-137; Ginter, 1999:196-197). The research will cover modules that deal with stress management and substance dependency as a health damaging practice.

10.5 KNOWLEDGE, ATTITUDE AND BEHAVIOUR

There are numerous definitions of the nature of knowledge, attitude and behaviour. The following have been selected or formulated for the purpose of this study.

10.5.1 “Objective” and “subjective” knowledge

Knowledge can be referred to as the comprehension of the facts with regard to a specific phenomenon. The concept “objective knowledge” as used in this text will refer to the participants’ actual comprehension of the facts regarding a certain subject that can be measured by means of typical true/false questions. “Subjective knowledge” will designate the participant’s (subjective) perceptions regarding the extent to which he or she has mastered a certain subject matter (Jarvis, 1990:323).

10.5.2 Attitude

According to Jarvis (1990:33), an attitude is “ an orientation towards some phenomenon, having cognitive, affective, evaluative and connotative components”, while Barker (1995:29) views it as “ a mental predisposition or inclination to act or react in a certain way”. In this study, the concept ‘attitude’ will cover both these components and will, therefore, refer to both an orientation and a predisposition or inclination.

10.5.3 Behaviour

Barker (1995:33) is of the opinion that behaviour entails “any action or response by an individual”. In measuring the effects of the modules, the focus will be on both the individual’s current and intended or envisaged action/responses (McCormack & Hill, 1997:69). The extent to which intended behaviour actually became part of the recruits’ actual behaviour will be ascertained with the help of the focus groups.

10.6 PARTICIPANTS, RESPONDENTS AND PRESENTERS

It was necessary in the study to differentiate between the different types of people who were involved:

- The word ‘participants’ will refer to all the persons that participated in the study and who contributed to the data (Gravetter & Forzano, 2003:462). It will, therefore, cover the respondents, presenters of the modules and the facilitators of the focus groups.
- The word ‘respondent’ will only refer to the recruits/student constables that participated in the experimental group (Group e) and the control group (Group c) (cf. Babbie, 2001:G3).
- In the report, the word ‘presenters’ will refer to the social workers of the SAPS who presented the Self-Management Programme’s modules.

10.7 RETURN ON INVESTMENT (ROI)

A return on investment (ROI) study can be defined as the scientific measurement of the monetary benefits obtained by an organisation over a specified period in return for a given investment in a service delivery programme. (cf. Meyer *et al.*, 2003:5; Weyers, 2005:3). It is, therefore, the “ ratio of income produced by an asset divided by its investment cost” (Bridgefield, 2006), usually expressed as a percentage.

10.8 SELF-MANAGEMENT PROGRAMME

The concept Self-Management Programme refers to the structured intervention mechanism that was utilized by the social workers to empower the SAPS recruits with the knowledge, attitude and behaviour that they require to become (even more) resilient (cf. Rooth, 2000:3; Stutterheim & Weyers, 2002:10; Thompson, 2002:xvii).

11. LIMITATIONS OF THE RESEARCH

The research was hampered by the fact that the respondents (recruits) had to complete numerous pre-test, post-test and other questionnaires per day for five consecutive days. This process did not only put a strain on the recipients and presenters, but also had a negative impact on the time available for the presentation of the modules. It is postulated that these research related issues could have contributed to below average Cronbach alpha and/or d-value scores for some scales.

The utilisation of higher order statistical analysis with questionnaires that could not be fully standardised beforehand, could also have contributed to some of the lower Cronbach alpha and/or d-values. However, this accordance was expected and addressed by means of the triangulation of the results of various instruments.

It was the first time that such an extensive return on investment analysis had ever been done for a social work programme in South Africa. This necessitated the development of new and as yet untried technology and a somewhat over-reliance on overseas indicator measurements. However, the positive results that were achieved with this pioneering study (see Article 4) could be used as a basis for further research into the financial benefits that could be derived from social work services.

12. THE PRESENTATION OF THE RESEARCH RESULTS

This manuscript is presented in an article format in accordance with Rule A.11.5.3 and A.11.5.4 as set out in the *Year Book* of the North-West University (Potchefstroom Campus) (2005). The content requirements of the South African Journals *Social Work/Maatskaplike Werk* and *Social Work Practitioner-Researcher/Maatskaplike Werk-Navorsers-Praktisyn* as well as the *International Journal, Social Work & Society*, (see Appendix 20) were used as basis to formulate the articles.

The research report is divided into four sections:

- The first section will provide an orientation to the subject matter, as well as an overview of the research methodology that was utilized
- The second section contains four articles. Their titles are:
 - “The nature of the human relations and health maintenance modules of the SAPS Self-Management Programme”
 - “An evaluation of the human relations component of the SAPS Self-Management Programme for recruits”
 - “An evaluation of the health maintenance component of the SAPS Self-Management Programme for recruits”
 - “A return on investment (ROI) analysis of the SAPS Self-Management Programme”.
- In Section 3, the main conclusions that were reached through the research, as well as the recommendations for the improvement of the programme will be discussed
- The appendixes form the concluding section. They will, amongst others, include the various questionnaires that were utilized, a list of presenters and a profile of all the recruits that completed the training during January 2005.

In order to make each article a functional unit, each will be provided with its own bibliography. For convenience sake, a combined bibliography for the whole thesis will be provided at the end.

Note should be taken of the fact that, in order to make each article a functional unit, some data will have to be repeated in each article. Attempts have been made to keep such repetitions to the minimum.

SECTION 2: THE JOURNAL ARTICLES

ARTICLE 1

Williams, HM & Weyers, ML

THE NATURE OF THE SOUTH AFRICAN POLICE SERVICE'S SELF-MANAGEMENT PROGRAMME: WITH SPECIAL REFERENCE TO ITS HUMAN RELATIONS AND HEALTH MAINTENANCE COMPONENTS

Ms H M Williams is a social worker at the South African Police Service and Prof M L Weyers is a lecturer at the School for Psychosocial Behavioural Sciences: Social Work, North-West University (Potchefstroom Campus)

ABSTRACT

Background: *The positive results achieved with the South African Police Service's generic Personnel Capacity-Building Programmes contributed to a decision by the National Commissioner that all SAPS recruits should receive similar training. This led to the development of the Self-Management Programme. This new programme focused on the improvement of recruits' human relations, health maintenance, decision-making and purpose-in-life skills and was aimed at enhancing their resilience and professional conduct as police officials. In this article, the focus will be on the human relations and health maintenance components of the programme.*

Objectives: *To describe the nature of the human relations and health maintenance components and the extent to which their concomitant conflict management, assertiveness, stress management and substance dependency modules adhered to the principles espoused in relevant theory.*

Method: *Use was made of a content analysis.*

Results: *It was found that the modules adhered to existing theoretical principles on conflict management, assertiveness, stress management and substance dependency. The programme contents and presentation bore the same traits as other successful programmes in this field, but were more aligned with and focused more strongly on the specific life-phase and circumstances of the recruits. (The extent to which these characteristics translated into effective service delivery will be addressed in two other articles.)*

1. INTRODUCTION

In July 2004, the South African Police Service (SAPS) introduced the new Self-Management Programme into its basic training programme for recruits. This new personnel capacity-building service was developed by Police Social Work Services (PSWS) and focused on the improvement of the recruits' human relations, health maintenance, decision making and purpose-in-life skills. Its ultimate goal was to enhance recruits' resilience and professional conduct as police officials.

This article will focus on the background, nature, content and application of the human relations and health maintenance components of the programme, while the relevant modules' short-term and long-term effects will be dealt with in follow-up articles.

2. BACKGROUND AND DEVELOPMENT OF THE SELF-MANAGEMENT PROGRAMME

Owing to the restructuring of the SAPS and changes to some of its policies, an external research consultant, Ask Africa, was requested in 1997 to do extensive research on the rendering of social work services within the organisation (Stutterheim & Moruane, 2002:172). The results showed that there was a dire need for both reactive (therapeutic) and proactive (capacity building) social work services and that the latter should focus on subjects such as stress, personal finances, conflict management, as well as substance dependency. These priority areas were confirmed by trends in the service delivery data of Police Social Work Services (PSWS) (Ask Africa (1997:28). It was decided in September 1999 to develop and implement various Personnel Capacity-Building Programmes. The so-called *Evaluation of Personnel Capacity-building Programmes 1 (EPCaP1)* study was conducted from 2001 to 2003 to measure the effect of the programmes. It showed that these proactive interventions had a practical significant effect on the SAPS personnel's knowledge, attitude and behaviour (Weyers, 2004:vii-viii).

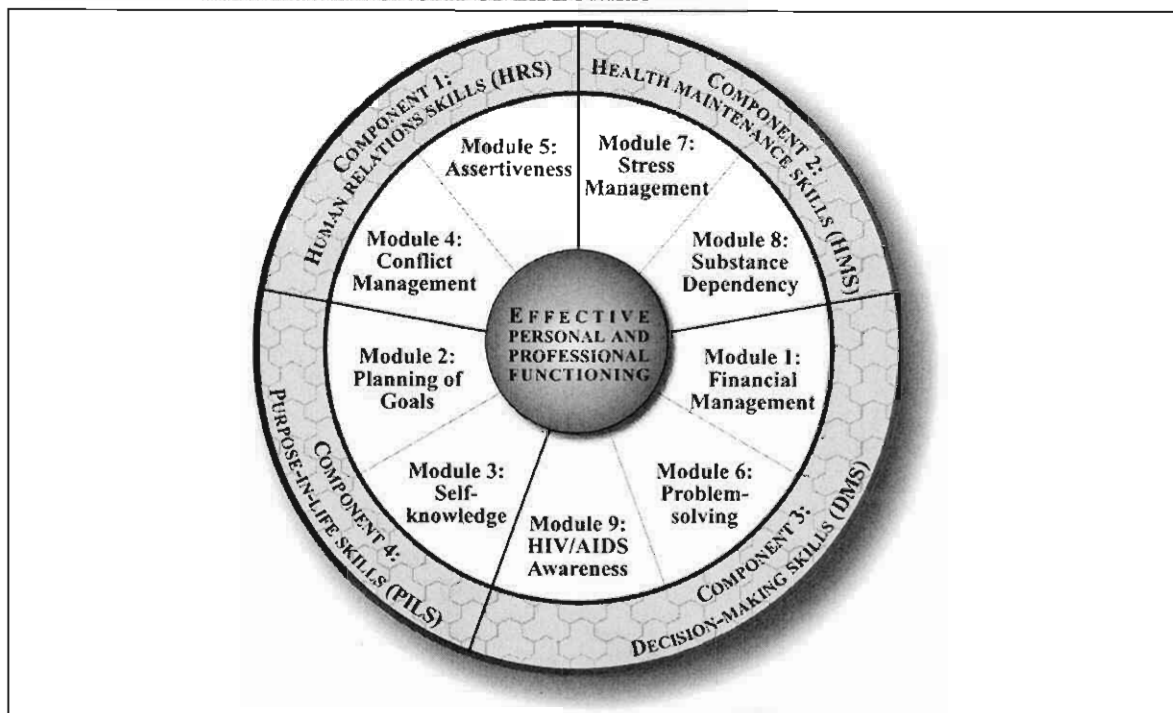
The positive results of the *EPCaP1* study, as well as a variety of other organisational and training factors, contributed to an instruction by the National Commissioner that a proactive personnel capacity-building programme should be included in the new Basic Training Learning Programme (BTLP) of SAPS recruits. It was the researcher's task to facilitate the work of the different groups who were appointed to develop the new programme. Because the programme content and presentation required specialized social work knowledge, only seasoned police social workers were involved in the development processes. The working groups convened during September 2003 for the first time and the new Self-Management Programme was ready for implementation by July 2004.

The new programme was designed in such a way that it would adhere to the requirements set by the South African Qualifications Authority (SAQA). It consists of the following nine modules:

- Be money wise
- Planning of goals
- Self-knowledge
- Conflict management
- Assertiveness
- Problem-solving
- Stress management
- Substance dependency
- HIV/AIDS awareness.

The nine modules can, on the basis of Bloom's taxonomy of life skills (Brooks, 1984:359-381; Darden *et al.*, 1996:3-5; Ginter, 1999:191-193), be clustered into four components. They are those that cover (1) human relations skills (2) health maintenance skills, (3) decision-making skills and (4) purpose-in-life skills. The clustering of the modules is depicted in Diagram 1.

DIAGRAM 1: THE COMPOSITION OF THE SELF-MANAGEMENT PROGRAMME IN TERMS OF BROOKS'S TAXONOMY OF LIFE SKILLS



The Basic Training Learning Programme that incorporated the Self-Management Programme was implemented in July 2004 for the first time. It is currently presented twice per annual to between 4,000 and 5,000 recruits at a time at all the Basic Training Provision Institutions (BTPI's) of the SAPS.

A comprehensive study into the effect and return on investment of the Self-Management Programme was launched in 2004. It was entitled the “*Evaluation of Personnel Capacity-building Programmes 2*” (EPCaP 2) study and involved two PhD students. Each dealt with two components of the programme. In this case, the focus will be on the human relations and health maintenance components. In order to put these two components into perspective, the following exposition will start with an overview of the structure and outcomes of the programme as a whole.

3. THE NATURE OF THE SELF-MANAGEMENT PROGRAMME

3.1 THE CHARACTERISTICS AND PURPOSE OF THE PROGRAMME

The Self-Management Programme can be typified as a structured personnel capacity-building programme. It is similar to the types of interventions that are sometimes known as human resource development, psychosocial education, life-skills training or personal and social education programmes (cf. Kruger, 2001:20; Nelson-Jones, 1991:23; Rooth, 2000:34).

The programme is applied within an occupational social work setting. In order to comply with Police Social Work Service requirements, it must adhere to the principles of the strengths-focused approach and enhance the resiliency of police personnel. Resiliency is seen by PSWS as the: “ process, capacity and outcome of successful adaptation to challenges and adversity, sustained

competence under threatening circumstances and the ability to recover from trauma” (Stutterheim & Weyers, 2002:11). The ultimate purpose of the programme is to develop recruits’ ability to behave in a professional and responsible manner at all times. It includes the ability to maintain high-quality interpersonal relations and to deliver a professional service to all communities of South Africa.

3.2 THE POSITIONING, OUTCOMES AND PRESENTATION OF THE PROGRAMME

In order to put the positioning of the Self-Management Programme into perspective, the structure of the Basic Training Learning Programme (BTLP) as a whole is provided in Table 1. The table also contains the overall outcomes of the modules that make up the Self-Management Programme. In the BTLP structure, the five modules that have a life skills focus are clustered into one module (Module 3.2). In the research they will, however, be dealt with as separate units.

TABLE 1: THE OUTCOMES AND OBJECTIVES OF THE BASIC TRAINING LEARNING PROGRAMME (BTLP)

THEME	MODULES AND OUTCOMES	
Theme 1: Overview	Module 1: Overview of SAPS	
Theme 2: Professional conduct	Module 2.1: Framework of Policing Module 2.2: SAPS Culture	Module 2.3: Professional conduct, organised group activities (theory) Module 2.4: Professional conduct, organised group activities (practical)
Theme 3: Self-Management	<p>Module 3.1: Be Money wise (Self-Management: Module 1) <i>On completion of the module the learner will be able to utilize acquired knowledge and skills to secure financial freedom</i></p> <p>Module 3.2: Life Skills (Self-Management: Modules 2-6) <i>On completion of the module the learner will be able to successfully utilize acquired knowledge regarding life skills enabling him/her to become a healthy, well-balanced person</i></p> <p>Module 3.3: Stress Management (Self-Management: Module 7) <i>On completion of the module the learner will be able to utilize acquired knowledge and skills to compile and execute a personal stress profile and skills to compile and execute a personal stress management programme</i></p>	<p>Module 3.4: Substance Dependency session (Self-Management: Module 8) <i>On completion of the module the learner will be able to identify alcoholism and other substances and understand how alcoholism and other dependencies impacts on the individual and the organization</i></p> <p>Module 3.5: HIV and AIDS Awareness Program (Self-Management: Module 9) <i>On completion of the module the learner will be able to:</i></p> <ul style="list-style-type: none"> ▪ understand the nature and impact of HIV and AIDS ▪ understand the risks of HIV transmission and the importance of the use of condoms ▪ understand the abuse of substance as a risk factors for HIV/STI transmission ▪ understand HIV risk assessment and prevention strategies ▪ understand its personal commitment to reduce their own risk for HIV infection and other STIs
Theme 4: Communication	Module 4.1: Occupational communication Module 4.2: Oral communication	Module 4.3: Reading and viewing skills Module 4.4: Writing skills
Theme 5: Regulatory Framework of Policing	Module 5.1: Law and policing Module 5.2: SA Criminal Law (general principles) Module 5.3: Specific crimes	Module 5.4: Statutory law Module 5.5: Criminal procedures act

Theme 6: Information and Systems Management	Module 6.1: Computer literacy Module 6.2: Nervas Module 6.3: Introduction to Windows	Module 6.4: Introduction to Internet Explorer Module 6.5: Crime Administration System (CAS)
Theme 7: Community Service Centre	Module 7.1: Administer a centre Module 7.2: Custody management	Module 7.3: Drive an official vehicle Module 7.4: Receive and handle complaints (suspects, victims and witnesses)
Theme 8: Crime Investigation	Module 8.1: Practical docket administration Module 8.2: Investigative interviewing Module 8.3: Hints for investigations Module 8.4: Fingerprints Module 8.5: Crime scene management Module 8.6: Crime intelligence	Module 8.7: Accident scene attendance Module 8.8: Statements Module 8.9: Tracing techniques Module 8.10: Fire fighting and first aid Module 8.11: Giving evidence
Theme 9: Crime Prevention	Module 9.1: A mandate for democratic policing Module 9.2: Defining crime prevention	Module 9.3: Principles of policing Module 9.4: Crime prevention approaches and techniques
Theme 10: Fitness and Stress Survival	Module 10.1: Physical control of suspects Module 10.2: Use of a firearm Module 10.3: Use of force	Module 10.4: Crowd management Module 10.5: Pepper spray Module 10.6: Move tactically in pairs

From Table 1 it ought to be clear that the recruits' basic training covers a wide range of theoretical as well as practical issues. Most, however, only focus on the more functional dimension of police work. The main exception is Theme 3: Self-Management with its focus on the recruit as an individual and not only as a production unit. This theme/programme is also positioned in such a way at the beginning of the training that several of the other themes/modules could build on the basis that is laid down by it.

3.2.1 Presentation, outcomes and time allocation

The nine modules that constitute the Self-Management Programme are presented in a workshop format that make extensive use of experiential learning methods. One presenter (social worker) is assigned to each platoon and is responsible for presenting the complete programme to them. A platoon usually consists of between 28 to 36 recruits. During a workshop session, a platoon is sometimes divided into four or five smaller groups in order to ensure optimal participation in discussions and learning activities.

The programme as a whole is presented over a period of five consecutive days. The time allocated to each of the modules, as well as detail regarding their intended outcomes and objectives are summarised in Table 2. In order to facilitate a comparison between the different modules, the content of the table is structured according to the four components of the programme.

TABLE 2: OUTCOMES AND TIME ALLOCATION OF THE SELF-MANAGEMENT PROGRAMME

SELF-MANAGEMENT PROGRAMME*		
COMPONENT 1: HUMAN RELATIONS SKILLS		
<i>Module 4: Conflict Management</i>	<i>Module 5: Assertiveness</i>	
Outcome: On completion of the Conflict Management module, the recruits will be able to apply knowledge and skills for becoming healthy, well-balanced individuals	Outcome: On completion of the Assertiveness module, the recruits will be able to become more assertive	
Objective: <input type="checkbox"/> To become aware of the effect that their personal conflict management style has on their relationships	Objective: <input type="checkbox"/> To become more assertive	
Length of presentation: 2 hours	Length of presentation: 2 hours	
COMPONENT 2: HEALTH MAINTENANCE SKILLS		
<i>Module 7: Stress Management</i>	<i>Module 8: Substance Dependency</i>	
Outcome: On completion of the Managing Stress Effectively module recruits will be able to compile a personal stress management programme	Outcome: On completion of the Substance Dependency module, the recruits will be able to analyse and describe substance dependency and its consequences	
Objective: <input type="checkbox"/> Identify what stress is <input type="checkbox"/> Identify the physiological aspects of stress <input type="checkbox"/> Compile a basic personal stress profile <input type="checkbox"/> Become aware of the factors affecting stress resistance <input type="checkbox"/> Utilize given exercises for stress reduction <input type="checkbox"/> Develop and utilize given strategies/techniques for effective stress management <input type="checkbox"/> Compile a personal stress management programme	Objective: <input type="checkbox"/> Become aware of the difference between dependency and abuse <input type="checkbox"/> Become aware of the legal/illegal/prescriptive substances <input type="checkbox"/> Have knowledge about the phases of alcoholism <input type="checkbox"/> Identify factors regarding treatment	
Length of presentation: 8 hours	Length of presentation: 8 hours	
COMPONENT 3: DECISION-MAKING SKILLS		
<i>Module 1: Be Money Wise</i>	<i>Module 6: Problem-Solving</i>	<i>Module 9: HIV/AIDS Awareness</i>
Outcome: On completion of the Be Money Wise module recruits will be able to utilize acquired knowledge and skills successfully to secure financial freedom	Outcome: On completion of the Problem-solving module recruits will be able to expand their problem-solving skills	Outcome: On completion of the HIV and AIDS Awareness module recruits will be able to become aware of the risks and consequences of HIV and AIDS
Objectives: <input type="checkbox"/> Identify his/her attitude towards money <input type="checkbox"/> Utilize acquired knowledge on budgeting <input type="checkbox"/> Identify ways to eliminate financial difficulties <input type="checkbox"/> Ensure effective planning for future financial freedom <input type="checkbox"/> Become aware of the effect that insufficient financial management has on each individual's psycho-social functioning <input type="checkbox"/> Become aware of the true cost of debt <input type="checkbox"/> Utilize knowledge to develop a mindset that would lead to success	Objective: <input type="checkbox"/> Expand their problem-solving skills	Objectives: <input type="checkbox"/> Understand what HIV and AIDS as well as the impact hereof is <input type="checkbox"/> Understand the risks of HIV transmission and the importance of the use of condoms <input type="checkbox"/> Understand the abuse of substances as a risk factor in HIV/STI transmission <input type="checkbox"/> Understand HIV risk assessment and prevention strategies <input type="checkbox"/> Understand personal commitment to reduce their own risk for HIV infection and other STIs
Length of presentation: 6 hours	Length of presentation: 2 hours	Length of presentation: 8 hours

COMPONENT 4: PURPOSE-IN-LIFE SKILLS	
<i>Module 2: Planning Of Goals</i>	<i>Module 3: Self-Knowledge</i>
Outcome: On completion of the Planning of goals module recruits will be able to utilize goals for achieving personal effectiveness	Outcome: On completion of the Self-Knowledge module recruits will be able to analyse and describe substance dependency and its consequences
Objective: <input type="checkbox"/> Utilize goals for achieving personal effectiveness	Objective: <input type="checkbox"/> Expand their self-knowledge
Length of presentation: 2 hours	Length of presentation: 2 hours

* Content derived from Theme 3: Self-Management, Basic Training Learning Programme for recruits.

3.2.2 The programme presentation package

In order to structure and enhance the training process, each presenter of the programme is provided with a full training package. This package (see Table 3) contains all the material that is required for an effective presentation and workshop.

TABLE 3: THE CONTENTS OF THE PROGRAMME PRESENTATION PACKAGE

NO.	SECTION	CONTENT OF SECTION
1.	The module	<ul style="list-style-type: none"> <input type="checkbox"/> The module contains the comprehensive content of the programme. The 'need to know' theory for the presenter is presented chronologically. Therefore, presenters are trained in the content and are continuously encouraged to ensure that they knowledgeable on the subject. They also need to take responsibility to expand/update their knowledge on the subject <input type="checkbox"/> Each module contains a comprehensive overview of the applicable theoretical principles to ensure that presenters possess sufficient knowledge to present the programme successfully
2.	The presentation guide	<ul style="list-style-type: none"> <input type="checkbox"/> The guide covers the preliminary preparation that a presenter must make before commencing with the actual presentation. The preparation includes ensuring that the physical resources are adequate for a successful presentation
3.	The presentation plan	<ul style="list-style-type: none"> <input type="checkbox"/> This plan sets out how the programme should be presented, starting with the address of welcome, introductions, anecdotes <i>et cetera</i> <input type="checkbox"/> The presenter's plan is constructed chronologically and includes directions regarding the usage of handouts, transparencies, exercises and activities. The plan helps to ensure the successful presentation of the programme
4.	The transparencies	<ul style="list-style-type: none"> <input type="checkbox"/> All the transparencies that should be used in the presentation of the programme are numbered and placed in a separate section. These transparencies were developed professionally and assist the presenter in accentuating important aspects, to visually represent difficult concepts or to summarize a certain topic that is covered
5.	The workbook	<ul style="list-style-type: none"> <input type="checkbox"/> Every recruit receives a workbook at the commencement of that particular module <input type="checkbox"/> This valuable tool covers the complete sequence of each module and enables the recruit to make notes on the content of each module

SAPS social workers may only present the programme once they are appropriately trained in its presentation. They must also take responsibility to expand and update their knowledge on the

subject matter that is covered by the modules. The programme as such is, however, copyrighted and remains the property of Police Social Work Services.

A more detailed discussion of the nature and principles underlying two of the components that make up the Self-Management Programme will be given next. They are the human relations and health maintenance components.

4. THE CONTENT OF THE HUMAN RELATIONS MODULES

The human relations component consists of two modules, viz. Conflict Management and Assertiveness (see Table 2). Their contents will be discussed separately.

4.1 MODULE 4: THE CONFLICT MANAGEMENT MODULE

The Conflict Management module's point of departure is that conflict creates an opportunity for the individual to grow and to learn more about him/herself and others (Cloke & Goldsmith, 2000:32). The module is intended to make recruits aware of the nature and effect of their personal conflict management style and to teach them where necessary to change this style in order to make it more appropriate and effective.

In order to create a uniform baseline, the module begins with presentations, discussions, exercises and role-plays on the definition of conflict, the reasons for conflict, feelings surrounding conflict and behaviour that results from conflict. This is followed by the five main strategies of conflict management and guidelines for the application of the most appropriate strategy or strategies.

Each of the topics that are covered will be discussed briefly.

4.1.1 Defining conflict

After the introduction of the module, the recruits are given an opportunity to develop their own definition of conflict within a small group setting. Each group is then given the opportunity to share its definition with the rest of the platoon and the implications of these definitions are then explored. In this process, it is emphasised that there are many different definitions of conflict. A definition should, however, contain one or more of the ideas expressed in Folger, Poole and Stutman's (2000:5) definition of conflict as "the interaction of interdependent people who perceive incompatible goals and interference from each other in achieving those goals" and/or Bush and Folger's (1994:3) view that "A conflict exists because of a real or apparent incompatibility of parties' needs or interests".

It is emphasized that the main feature of conflict is the fact that it is the result of interaction. It is constituted and sustained by the behaviours of the parties involved and their reactions to one another on both verbal and non-verbal communication levels (Folger *et al.*, 2000:5).

4.1.2 Reasons for conflict

Once the recruits agree on a definition, the causes of conflict are explored. In this process, recruits are made aware of the role that differences in values, procedures, interests, data, communication and relationships play in conflict (Isenhart & Spangle, 2000:14-16). They then take part in role-plays where these differences are illustrated in the form of scenarios. Through the role-plays, they experience first-hand how it can affect an individual as well as his/her relationships with others.

4.1.3 Feelings surrounding conflict

The role-plays usually bring a variety of emotions to the surface. The facilitator then urges the recruits to identify those feelings and emotions and their impact on the conflict situation. They are made aware of Isenhart and Spangle's (2000:17) statement that "people will reciprocate in an intensified and negative manner to behaviours they perceive as threatening, devaluing or insulting. The more threatening the communication, the more emotions such as blame, fear and anger intensifies." The parties often became so involved in these emotions and feelings that the actual root of the conflict is no longer the issue. Because of this phenomenon, recruits are made aware of the fact that different perceptions of the same issues often intensify conflict to such an extent that it becomes extremely difficult to resolve. The nature of perceptions is then illustrated by means of visual brainteasers, such as pictures depicting more than one face, dimension or art effect.

4.1.4 Behaviours that intensify conflict

Cloke and Goldsmith (2000:3-4) identify aggressive, judgmental, hypercritical, passive, apathetic and defensive behaviours as contributing to the intensification and the non-resolution of conflict. Recruits are, therefore, engaged in a discussion of this topic. It is handled in such a way that they would reach the conclusion that these behaviours impact negatively on the resolution of conflict and that they will not improve relationships, but worsen them.

The discussion of the behavioural patterns that would intensify interpersonal and group conflict concludes the section of the module that deals with the nature of this phenomenon. The focus then shifts to more appropriate ways to deal with conflict.

4.1.5 Five main styles for managing conflict

As a starting point, it is accepted that people tend to develop favoured conflict handling styles based on their past, family and work experiences (Isenhart & Spangle, 2000:26-27). Barsky (2000:41), however, also mentions the fact that people tend to respond differently to different types of conflict situations. The styles they use at home may, therefore, differ from those they use at work. The choice of the style is mostly influenced by the importance of the issue to the party involved and the contextual or cultural norms for how conflict should be dealt with.

In order to explore their conflict management styles, recruits are requested to complete a conflict management questionnaire. It will show them to what extent they normally use the competing, avoiding, compromising, accommodating and or collaborating styles (Barsky, 2000:42-43; Folger *et al.*, 2000:69; Isenhardt & Spangle, 2000:26-27). It is then emphasized that the collaborative style is more useful than the competing style when conflict within an organisation needs to be resolved. They are also made aware of Isenhardt and Spangle's (2000:27) description of the collaborative style as “ characterised by active listening and issue-focused empathic communication that seeks to satisfy the interests and concerns of all parties.”

4.1.6 Guidelines for effective conflict management

The final theme that is extensively explored during the presentation of the module is the various guidelines for effective conflict management. It includes taking responsibility for your own thoughts and feelings, being specific, using ‘I’ messages, maintaining good eye contact and respecting each other's views.

The module presentation is terminated with a review of the main conclusions that can be drawn from it. It is usually emphasised that every relationship contains elements of conflict, disagreement and opposing interests. Conflict tends to generate various (negative) emotions, including anger. The failure to handle conflict in a constructive way could lead to the destruction of a relationship. However, if it is managed with the appropriate style and in a skilful manner, it could enrich the relationship.

The Self-Management Programme is structured in such a way that the Conflict Management module is directly followed by the presentation of the Assertiveness module. It enables the presenter/facilitator to explain to the recruits the direct link that exists between these two forms of human relations skills

4.2 MODULE 5: THE ASSERTIVENESS MODULE

The basic aim of the fifth module is to make recruits more assertive. This is done by firstly defining the concept ‘assertiveness’. It is followed by various discussions and exercises on passive, aggressive and assertive behaviour styles, personal rights and the development of a personal ‘assertive philosophy’.

4.2.1 Defining assertiveness

After the introduction of the module, the recruits are given an opportunity to develop their own definition of assertiveness within a small group setting. Because they usually find the term unfamiliar, the facilitator would describe its implications in a practical manner. This process is guided by the view of assertiveness as a person's ability to express him/herself and his/her rights without violating the rights of others (UIUC, 2005). Such a person should be focused and able to ask for what they want or need, while at the same time recognising the needs of others. It is emphasised that assertiveness should not be confused with aggressive or appeasing (non-assertive) behaviour (Civil, 2003:x).

4.2.2 Passive, aggressive and assertive behaviour

The discussion then moves on to different behaviour styles and focuses on the nature of and relationship between passive, aggressive or assertive behaviour.

Passive behaviour is explained to the recruits as follows: When you allow the needs, opinions and judgements of others to become more important than your own, you are likely to feel hurt, anxious and even angry. This kind of passive or non-assertive behaviour is often indirect, emotionally dishonest and self-denying (Sorensen, 2005).

Aggressive behaviour implies that a person behaves selfishly and in this way violates the rights of others. They, therefore, lay claim to their own rights, but at the expense and/or humiliation of others.

The following typical negative outcomes of aggressive behaviour are highlighted:

- Aggression often breeds aggression. Once people start behaving aggressively toward each other, it becomes very difficult to stop. This leads to a certain pattern of communication within the relationship
- Aggression can make a person unpopular. Once such a person has a reputation for being aggressive, people will start to avoid him or her
- Aggression discourages people from helping such a person in future, even when they really need help
- Some people believe that behaving aggressively makes others respect them, but it simply makes them fear those types of people (Sorensen, 2005).

Assertive behaviour consists of three components viz. behaviour, feelings and consequences. The content of each is described with the help of the following 'formula':

“When you _____ (*state the behaviour*), I feel _____ (*state the feeling*) because _____ (*state the consequence*)” (cf. Bramson, 2001; Sorensen, 2005).

The recruits are then involved in role-plays that illustrate the nature and impact of the different behaviour styles. These exercises do not only assist them in identifying passive, aggressive and assertive behaviour styles, but also affords them the opportunity to practice more assertive behaviour. This is followed by a discussion of the feelings that flow from the behaviour. In it, the use of “I” messages as a tool in assertive behaviour and the principle that all people have personal rights which should not be violated by others, is highlighted. The latter provides a link to the next subject that is covered in the module.

4.2.3 Personal rights

It is emphasised that, if people want to express their thoughts, feelings and needs assertively, they must believe that they have the legitimate right to have those needs. The following personal rights are then discussed in some detail:

- the right to decide how to lead your life
- the right to your own values, beliefs, opinions and emotions

- the right not to justify or explain your actions to others
- the right to express yourself and to say 'no'
- the right to ask for information or help
- the right to change your mind and to make mistakes
- the right to like yourself, even though not perfect
- the right to have positive, satisfying relationships within which you feel comfortable and free to express yourself honestly
- the right to change or enhance your life (Sorensen, 2005:3).

The recruits need to understand that when one does not believe in these rights, one's stance might become that of a passive person who responds passively to circumstances and events in life. Creating a personal assertive philosophy prepares a person to utilize tools for assertiveness confidently and effectively. Recruits are, therefore, encouraged to create their own 'assertive philosophy'.

4.2.4 An 'assertive philosophy'

The presenter would then emphasise the fact that assertiveness should be utilised selectively. The basic message is: 'It is not just what you say to someone verbally, but also how you communicate non-verbally by tone of voice, gestures, eye contact, facial expressions and posture that influences your impact on others'. The recruits are then encouraged to make the assertiveness philosophy part of their daily lives.

5. THE CONTENT OF THE HEALTH MAINTENANCE MODULES

Due to the nature of police work and the high incidence of substance abuse amongst its members (PSWS, 2001:2), the health maintenance's Stress Management and Substance Dependency modules focus on two very relevant issues. The purpose of the Stress Management module is to equip recruits with the ability to deal with stress effectively, whereas the Substance Dependency module would make them aware of both the dangers of substance abuse and how to prevent themselves from becoming involved in such circumstances.

5.1 MODULE 7: THE STRESS MANAGEMENT MODULE

The Stress Management module focuses on the nature, impact, causes, physiology and levels of stress, as well as the factors that affect a person's resistance to stress. It also covers the techniques that could be used to manage stress effectively.

5.1.1 Defining stress

After the introduction, recruits are requested to define stress by means of symbolic drawings. The drawings should explain the nature of stress according to their own knowledge and experience of the subject. Although many different angles and symbols are usually used, most participants would agree that stress is part of everyday life (Weiten & Loyd, 2000:63).

In the further discussion of the nature of stress, the following definition of Selye (1956:15) is used as a point of departure: “Stress is the result of an imbalance between the level of demand placed on people as they perceive it and their perceived capabilities to meet the demands”. It is explained that many everyday events create stress, but that a person’s response might differ from event to event and person to person. They must also realise that stress can be either good or bad. It can be motivational, but that if prolonged stress is ignored, it could have a detrimental physical and emotional effect. Consequently, their behaviour will also be negatively affected (Williams: 2003:15).

5.1.2 Organisational causes of stress

The recruits are then made aware of the causes of organisational stress. This will prepare them for the realities that they will encounter as police officials. In this regard, the views of Cohen *et al.* (2001:192-193) and Auerbach and Gramling (1998:213-218) especially are applicable to the organisational setting of the SAPS. They highlight causal *factors intrinsic to the job*, such as physical surroundings, level of noise and unpleasant smells. Wainright and Calnan (2002:27) also argue that “ virtually any adverse experience at work can be defined as a cause of work stress”.

Another occupational stressor is *uncertainty or ambiguity* (Auerbach & Gramling, 1998:218; Cohen *et al.*, 2001:193). Uncertainty is especially relevant to the new recruits of the SAPS. Although the majority of them are quite excited, there is a feeling of uncertainty present. For example, will they be successful in their training, will they be good police officials and will they be able to handle crime scenes and traumatised clients.

Interpersonal relationships can also cause stress, especially with regard to relating properly to colleagues, superiors, the public, etc. Police officials need to trust and rely on each other, especially in the execution of their duties. If they do not maintain sound relationships, the consequences might be fatal.

Stress related *fatigue and overwork* can build up over a long period when a person tries to achieve too much in too little time (Williams, 2003:22). In this regard, Cartwright and Cooper (1997:16) differentiate between quantitative work overload (i.e. when a person has too much work to do) and a qualitative overload. The latter refers to work that is too difficult for the person to execute and that leads to extreme stress.

5.1.3 Physiology of stress

It is explained that stress can manifest itself in a number of ways. It can include high blood pressure, ulcers, irritability, difficulty in making routine decisions, loss of appetite and accident proneness (Robbins, Odendaal & Roodt, 2004:423).

5.1.4 Drawing up a ‘personal stress profile’

The recruits are then tasked to do a body drawing that illustrates the emotional, behavioural and physical reactions to stress. The results are used to explain the following:

- **Emotional reactions** towards stress vary between individuals due to their personality make-up, early upbringing and life experience. The reactions include anxiety, frustration, anger, crying, feeling caged in, etc. (Cranwell-Ward, 1990:62-63).
- **Behavioural reactions** include changes in eating habits, increased smoking or consumption of alcohol, rapid speech, fidgeting and sleep disorders (Robbins *et al.*, 2004:423; Williams, 1994:38).
- **Physical reactions** refer to symptoms such as headaches, indigestion, sweaty palms, back pain and a tight neck (Edelman & Mandle, 2002:361).

The use of body drawings are usually experienced as very positive and increase the recruits' awareness of the different types of reactions that stress evokes.

In order to encourage recruits to know how stressed they actually are, various checklists are then utilised. These checklists are basically self-administered questionnaires and cover five issues namely, the individual's level of stress, causes of stress, stress reactions, A/B personality type as well as a depression and anxiety checklist.

When the recruits have determined their 'stress status', they are usually very interested to know how to deal with stress effectively. This provides a link to the exploration of the factors that effect stress resistance and the strategies for thriving on stress.

5.1.5 Factors affecting stress resistance

People differ regarding how much stress they can tolerate without experiencing ill effects. For example, the personality factors associated with hardiness such as commitment, challenge and control may increase a person's stress tolerance level. People high in optimism and conscientiousness also have advantages in coping with stress (Weiten & Loyd, 2000:94) and positive social support can be a key buffering mechanism.

5.1.6 Strategies for thriving on stress

The next part of the Stress Management module forms the core of the presentation. It provides the opportunity for recruits to acquire the new techniques and skills necessary to deal with stress effectively, with specific reference to emotional well-being, physical well-being and mental and spiritual well-being. Each of these areas will be discussed according to the underlying theory found in the literature.

5.1.6.1 Sustaining emotional well-being

The ability to sustain emotional well-being is divided into three dimensions. These are releasing emotions, establishing emotional distance and emotional support.

◆ Releasing emotions

If people do not express their feelings fully, they might become anxious, listless and troubled. Pent-up emotions do not disappear and this can affect a person's emotional well-being severely (Weiten & Lloyd, 2000:116). Therefore, releasing pent-up emotions by talking about difficulties, pillow fighting, punching bags, etc. appears to be particularly beneficial techniques for managing stress (Quick *et al.*, 1998:247).

◆ Establishing emotional distance

According to Cranwell-Ward (1990:105-106), the establishment of emotional distance is a strategy that is derived from the ancient philosophy of Stoicism. It will assist a person to rise above a stressful event. Acceptance of how things are enables the individual not to become emotionally overwhelmed, but to stay cool and calm (Williams, 1994:112).

◆ Emotional support

Emotional support is essential for effective functioning. For example, an empathic listener may not be able to resolve an issue, but will help the individual to manage the response to stress better (Quick *et al.*, 1998:200). In the SAPS, the so-called 'buddy-system' fulfils this need.

5.1.6.2 *Sustaining physical well-being*

The recruits are exposed to a variety of strategies/techniques that are beneficial to the physical management of stress. The areas that are highlighted include diet, rest, relaxation and exercise. Physical exercises are deemed as one of the basic and effective means of stress reduction. Natural chemicals build up during the stress response and are released during exercising, helping the body to return to its normal equilibrium (Davis, Eshelman & McKay, 2000:259). Physical activities in various forms have special benefits such as increased energy, strength and flexibility and ensure that stress-induced frustration and aggression is released (Quick *et al.*, 1998:247).

5.1.6.3 *Sustaining mental and spiritual well-being*

It is explained that mental and spiritual well-being basically entails the adoption of a positive stance in life, achieving inner balance by means of realistic expectations and developing an organised approach to life by improving self-management (Williams, 2003:28).

5.1.7 Drawing up a 'personal stress management plan'

The final part of the module is aimed at enabling recruits to draw up their own personal stress management programme or plan. The reason for this practical focus is because, according to Ross and Altmaier (1994:89), many of the current stress management programmes are nothing more than mere 'band aids' because they do not address the real problem of stress. Instead of waiting for employees to experience too much stress, a more proactive approach should be

followed. In such an approach, the formulation of a personalised management plan is an imperative.

To draw up their stress management plan, each recruit receives a handout with an outline of a tree on it. The tree has branches, but where the leaves are supposed to be, are little blocks representing all the possible causes of stress in his or her life. Recruits are required to complete a goal and action steps for each of these causal areas.

After completing the plan, each participant pledges to put the plan into practice. They have to display it in such a way that it also serves as a constant reminder, hopefully motivating them to persevere with the process of continually improving their stress management behaviour.

5.2 MODULE 8: THE SUBSTANCE DEPENDENCY MODULE

The Substance Dependency module covers a variety of issues. These include the impact of alcohol abuse, why people take drugs, legal and illegal drugs, the effect of alcohol on the individual, the phases of dependency and treatment.

5.2.1 Alcohol as a legal substance

After the introduction to the module, recruits are requested to complete a 'Knowledge quiz' on substance dependency in small groups. The answers are then shared with the rest of the platoon. This exercise not only assists the presenter in determining the knowledge base of the recruits, but immediately catches their attention due to the heated debates on the correct/incorrect answers that often occur at this stage. The presenter then shares the answers and the DSM-IV-TR definitions of substance dependency and abuse (cf. Van Wormer & Davis, 2003:5) with the group.

5.2.2 Why people take drugs

The discussion then moves on to the reasons why people take drugs in the first place. It is intended to help recruits gain a better understanding of the impact that the simple action of taking a drug, whether for fun or as a necessity, will have on the individual.

It is explained that the effects of a drug are influenced by emotional factors, such as the user's experience, motivation and mood, as well as bio-physical conditions such as the presence of food in the stomach, the proof of the beverage and the rate of drinking or the size of the dose. Negative emotions such as tension, worry, anxiety and depression are dulled and inhibitions may be lost. Drugs can also create a shift in personalities or attitudes (cf. PSWS, 2004:5; Weiten & Lloyd, 2000:409-410).

It is emphasised that alcohol is also a drug, albeit a legal one, and that alcoholism is a severe form of drug abuse. However, illegal drugs and prescription drugs do also have a severe negative impact (Quick *et al.*, 1998:69) and their use is increasing.

5.2.3 Overview of legal and illegal substances

The discussion then moves on to the nature and use of the different types of legal and illegal drugs. It is not only aimed at making recruits aware of the drugs that they will encounter during the execution of their work as police members, but also to sensitise them to the dangers involved in their personal use of these substances.

The presentation and discussion covers the following:

- **Narcotics** (opiates such as: codeine, opium, morphine, heroin), i.e. the drugs derived from opium that are capable of relieving pain
- **Sedatives** (e.g. barbiturates, methaqualone, tranquillisers, ethyl alcohol and benzodiazepines such as Valium, Librium and Tranxene), i.e. sleep-inducing drugs that tend to decrease central nervous system activation and behavioural activity
- **Stimulants** (e.g. cocaine, amphetamines and methamphetamine/'speed') i.e. drugs that tend to increase central nervous system activation and behavioural activity
- **Hallucinogens** (e.g. angel dust, loveboat, LSD, acid, mescaline, peyote and designer drugs such as Ecstasy and PCP). It is a diverse group of drugs that have powerful effects on mental and emotional functioning, marked most prominently by distortion in sensory and perceptual experience
- **Inhalants** (e.g. solvents, aerosols and anaesthetics). Sniffing inhalants produces a cheap, short-lived "high", but can cause permanent damage to the lungs, the brain etc.
- **Cannabis**, also known as marijuana, pot, grass and hashish (Van Wormer & Davis, 2003:115; Weiten & Lloyd, 2000:425-426).

5.2.4 The effect of alcohol on the individual

The focus then shifts to the effect of alcohol on the individual. It is emphasised that, when a person abuses or become dependant on alcohol, his or her psychological functioning, physical functioning, interpersonal relationships and social functioning will be negatively affected.

5.2.4.1 Psychological effects

When a person takes the substance, it makes them feel more 'relaxed' and improves their communication and personality. They also believe that they are more confident and in a better position to address any difficult situation. The opposite may, however, be true. It can have negative psychological effects such as aggression, depression, irritability, suicidal feelings, suspiciousness, etc. (Doweiko, 2002:89-92; Weiten & Lloyd, 2000:410).

5.2.4.2 Physical effects

The recruits are also informed about the most important negative physical effects of alcohol. This includes its effect on a person's immune system, brain, mouth/throat, heart, stomach, pancreas, liver, kidneys and sexual abilities (Edelman & Mandle, 2002:689; Doweiko, 2002:82-88).

5.2.4.3 Effect on interpersonal relationships and social functioning

The effect of alcohol on a person's interpersonal relationships and social functioning is also highlighted. The discussions focus on the four major systems affected by substance dependency process, viz. marriage, children, friends and work. At first, everyone may experience the person as socially acceptable and funny. Even family members may feel that the behaviour is only isolated incidences and may even justify the person's behaviour by saying that everyone sometimes has too much to drink. As the process continues, people will become progressively more concerned as the substance dependent person's behaviour becomes unbearable and impacts severely on the stability of relationships, whether at home or at work (Van Wormer & Davis, 2003:199). This may ultimately lead to the disintegration of the relationships.

5.2.5 Phases of alcohol dependency

Once the effects have been shared with the recruits, the discussion will move on to the phases of the alcohol dependency process. It covers both physical dependency and the withdrawal symptoms that occur when drug use is terminated and the psychological dependency with its concomitant intense mental and emotional cravings for it (Weiten & Lloyd, 2000:422-423).

5.2.6 Treatment

The final issue that is covered in the module entails the treatment of substance dependency and the resources that are available in the community. This information is not only important to the recruits on a personal level, but will also be helpful when dealing with cases involving substance dependency.

It is basically explained that the treatment consists of two phases, viz. detoxification and rehabilitation. During detoxification, the body rids itself of drug residues. Medically supervised detoxification, which may involve the careful use of medication, is a safe, clinically recommended substitute for the formerly dreaded "cold-turkey" withdrawal period.

Rehabilitation is a much longer process. It consists of a daily schedule of different types of therapies, such as individual counselling, education about drugs, a nutrition programme, a physical exercise routine, group psychotherapy and participation in support group activities. There may also be special sessions for family education and therapy (Doweiko, 2002:347-351; Edelman & Mandle, 2002:690; Van Wormer & Davis, 2003:260-265). The presentation on treatment is concluded by a discussion on the available resources in the community. A list of resources is then made available to the recruits.

The recruits are finally encouraged not to experiment with either legal or illegal substances, to utilise the 'buddy system' in the SAPS to help prevent substance abuse amongst colleagues and to be sensitive to the occurrence of such abuses in the community.

6. CLOSING REMARKS

The Self-Management Programme was developed by Police Social Work Services (PSWS) to improve recruits' human relations, health maintenance, decision-making and purpose-in-life skills. Its ultimate goal is to enhance recruits' resilience and professional conduct as police officials from the outset and also to prevent the occurrence of the social problems associated with a lack of skills in these fields.

From an analysis of the four modules that make up the human relations and health maintenance components of the programme, it became clear that their content was in line with the theory found in available literature. The presentation of the information and the extensive use of experiential learning techniques were, however, more aligned with and focus more strongly on the specific life-phase and circumstances of the recruits. It could, therefore, be concluded that the modules possess the innate potential to contribute significantly to the improvement of SAPS recruits' conflict management, assertiveness and stress management abilities, as well as skills in dealing with substance dependency related issues. The extent to which this potential was realised in practice will be covered in the next two articles.

REFERENCES

- ASK AFRICA. 1997. *South African Police Service: Social Work Services needs assessment: research report*. Pretoria: SAPS.
- AUERBACH, S.M. & GRAMLING S.E. 1998. *Stress management: psychological foundations*. London: Prentice-Hall Inc.
- BARSKY, A.E. 2000. *Conflict resolution for the helping professions*. United States: Wadsworth/Thompson Learning.
- BRAMSON, R. 2001. *Assertiveness skills and dealing with difficult people*. [Web:] www.Whatsdrivingyou.org/resources/readingroom/asertiveness.html. [Date accessed: 5 May 2005].
- BROOKS, D.K.J. 1984. *A life-skills taxonomy: defining elements of effective functioning through the use of the Delphi technique*. Ann Arbor: UMI Dissertation Services.
- BUSH, R.B. & FOLGER, J.P. 1994. *The promise of mediation: responding to conflict through empowerment and recognition*. San Francisco: Jossey-Bass Publishers.
- CARTWRIGHT, S. & COOPER, C.L. 1997. *Managing workplace stress*. United States: Sage Publications Inc.
- CIVIL, J. 2003. *Assertiveness*. London: Spiro.
- CLOKE, K. & GOLDSMITH, J. 2000. *Resolving conflicts at work*. San Francisco: Jossey-Bass Publishers.

- COHEN, A.R., FINK, S.L., GADON, H. & WILLITS, R.D. 2001. *Effective behaviour in organisations*. New York: The McGraw Hill Companies.
- CRANWELL-WARD, J. 1990. *Thriving on stress*. London: Routledge.
- DARDEN, C.A., GAZDA, C.M. & GINTER, E.J. 1996. Life-skills and mental health counselling. *Journal of Mental Health Counselling*, 18(2):134-141, April. [In EBSCHOHost: Academic Search Elite, Full display: [Web:] <http://www-sa.ebsco.com> Date accessed: 3 May 2004].
- DAVIS, M., ESHELMAN, E.R. & MCKAY, M. 2000. *The relaxation & stress reduction workbook*. 5th Edition. Oakland: New Harbinger Publications, Inc.
- DOWEIKO, H.E. 2002. *Concepts of chemical dependency*. Pacific Grove, CA: Brooks/Cole.
- EDELMAN, L.C. & MANDLE, C.L. 2002. *Health promotion throughout the lifespan*. Missouri: Mosby Inc.
- FOLGER, J.P., POOLE, M.S. & STUTMAN, R.K. 2000. *Working through conflict: strategies for relationships, groups, and organizations*. New York: Longman Inc.
- GINTER, E.J. 1999. David K. Brooks' contribution to the developmentally based life-skills approach. *Journal of Mental Health Counselling*, 21(3):191-203, July.
- ISENHART, M.W. & SPANGLE, M. 2000. *Collaborative approaches to resolving conflict*. California: Sage Publications.
- KRUGER, J.W. 2001. 'n Impakstudie van 'n lewensvaardigheidsprogram gerig op gemeenskap/persoonsverryking deur die uitbouing van selfkennis. Johannesburg: RAU. (Verhandeling-MA).
- NELSON-JONES, R. 1991. *Lifeskills: a handbook*. London: Dotesios.
- PSWS *see* SOUTH AFRICA (Rep.), POLICE SOCIAL WORK SERVICES.
- QUICK, J.C., QUICK, J.D., NELSON, D.L. & HURRELL, J.J. 1998. *Preventative stress management in organizations*. United States: American Psychological Association.
- ROBBINS, S.P., ODENDAAL, A. & ROODT, G. 2004. *Organisational Behaviour: Global and Southern African Perspectives*. South Africa: Pearson Education.
- ROOTH, E. 2000. *An investigation of the enhanced relationship between participants in lifeskills courses and the environment*. Pretoria: Human Sciences Research Council.
- ROSS, R.R. & ALTMAIER, E.M. 1994. *Intervention in occupational stress: a handbook of counselling for stress at work*. London: Sage Productions.
- SELYE, H. 1956. *Stress for life*. New York: Mc-Graw Hill.
- SORENSEN, S. 2005. *Understanding assertiveness*. [Web:] <http://www.mental-health-today.com> [Date accessed: 5 September 2005].

- SOUTH AFRICA (Rep.), POLICE SOCIAL WORK SERVICES. 2001. *Annual Report, 1 April 1999 - 31 March 2001*. Pretoria: SAPS.
- SOUTH AFRICA (Rep.), POLICE SOCIAL WORK SERVICES. 2004. *Substance Dependency module*. Pretoria: SAPS.
- STUTTERHEIM, E. & MORUANE, S. 2002. The repositioning of social work in the South African Police Service (Weyers, M.L., ed. *Repositioning social work within a changing environment: a collection of papers presented at the 2002 National Conference of the Joint University Committee for Social Work*. Potchefstroom: School for Psychosocial Behavioural Sciences, PU for CHE).
- STUTTERHEIM, E. & WEYERS, M.L. 2002. Strengths-focused intervention: the new approach of the Social Work Service of the South African Police Service (SAPS). *Social work/ Maatskaplike werk*, 40(1):1-14.
- UIUC See University of Illinois at Urbana-Champaign.
- UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN, COUNSELING CENTRE. 2005. Self-help brochures: Assertiveness. [Web:] <http://www.couns.uiuc.edu/Brochures/assertiv.htm> [Date accessed: 18 October 2005].
- VAN WORMER, K. & DAVIS, D.R. 2003. *Addiction treatment: a strengths perspective*. Canada: Thompson Learning Inc/Brooks/Cole.
- WAINRIGHT, D. & CALNAN, M. 2002. *Work stress: the making of a modern epidemic*. Great Britain: St Edmundsbury Press.
- WEITEN, W. & LLOYD, M.A. 2000. *Psychology applied to modern life: adjustment at the turn of the century*. 6th ed. United States: Wadsworth/Thompson Learning.
- WEYERS, M.L. ed. 2004. *The evaluation of the personnel capacity building programme (EPCaP) research project 2001-2004: progress report to the South African Police Service and the North-West University*. Potchefstroom: North-West University.
- WILLIAMS, H.M. 2003. *An evaluation of the managing stress effectively personnel capacity building programme of the South African Police Service*. Potchefstroom: PU for CHE. (Dissertation-MA).
- WILLIAMS, S. 1994. *Managing pressure for peak performance: the positive approach to stress*. London: Kogan Page.

ARTICLE 2

Williams, H M & Weyers, M L

AN EVALUATION OF THE HUMAN RELATIONS MODULES OF THE SOUTH AFRICAN POLICE SERVICE'S SELF-MANAGEMENT PROGRAMME

Ms H M Williams is a social worker at the South African Police Service and Prof M L Weyers is a lecturer in Social Work at the School for Psychosocial Behavioural Sciences, North-West University (Potchefstroom Campus)

ABSTRACT

Background: A combination of factors including the success that was achieved with the Police Social Work Service's Personnel Capacity-Building Programmes, led to an instruction by the National Commissioner of the SAPS that such interventions should be extended to SAPS recruits. This resulted in the development and implementation of the Self-Management Programme for recruits. This programme consists of 9 modules that can be grouped into four components of which the human relations component is one. In 2004, a comprehensive study was launched on the effect of all the modules and the programme's overall return on investment. The evaluation of the human relations component formed a separate research project within the ambit of this study.

Aim: The primary aim of the human relations research project was to determine the effect of its constituent modules on the knowledge, attitudes and behaviour of the SAPS recruits, as well as their contribution to the programme's overall return on investment (ROI) coefficient.

Method: Use was primarily made of a randomised pre-test-post-test control group research design. This was supplemented by a content analysis, focus group interviews and the calculation of the modules' ROI. The research involved an average of 406 experimental group respondents, 107 control group members, 47 focus group participants, 20 presenters and 4 facilitators for the focus group interviews.

Results: The triangulation of measurements showed that the modules had a significant short-term and long-term effect on the respondents' personal and professional lives and that they represented a positive return on the organisation's investment of time, money and effort.

1. INTRODUCTION

Several factors, including the success achieved with the implementation and evaluation of the Personnel Capacity-Building Programmes (abbreviated as PCaBP's) in the SAPS contributed to the instruction from the National Commissioner of the SAPS that these pro-active interventions be implemented during the basic training of police recruits.

The Personnel Capacity-Building Programmes (PCaBP's), consisting of 15 modules, were developed during 2000 and the implementation thereof in the SAPS commenced at the end of 2000. The organisation wanted to investigate the benefits of the Personnel Capacity-Building Programmes, subsequently a comprehensive research study commenced during 2001 to determine the effect of the PCaBP's. The results of the study indicated that the PCaBP's have a practical significant effect on the knowledge, attitudes and behaviour of SAPS personnel.

During 2003 the PCaBP's were customized to suit the needs of recruits and were formally included in the Basic Training Learning Programme of the SAPS and called Theme 3: Self-Management. It was requested that a study to be conducted regarding the effect and return on investment of the Self-Management Programme. This research took place during 2004-2005. Although the Self-Management Programme consisted of nine modules, this study focused only on the human relations and health maintenance components. Before details of the research follow, focus will be placed on the background, development and the nature of the Self-Management Programme.

2. BACKGROUND AND DEVELOPMENT OF THE SELF-MANAGEMENT PROGRAMME

The Self-Management Programme emerged from the success that was achieved with Police Social Work Service's Personnel Capacity-Building Programmes. In order to place them in perspective, it is necessary to take a brief look at the development of these programmes.

The need for Personnel Capacity-Building Programmes (PCaBP's) in the SAPS derived from the fact that various SAPS policy documents and reports emphasized the importance of empowering personnel in order to render an effective client-centred police service to the community. Another factor was the high prevalence of social problems among SAPS personnel. An external service provider, Ask Africa, was requested to conduct extensive research on the nature of social work services in the organisation (Stutterheim & Moruane, 2002:172). The research results clearly showed a need for both reactive (therapeutic) and proactive (capacity-building programmes) social work services.

As part of the above research various priority areas were identified. These included: stress, substance dependency, financial problems and personnel conflict/cooperation (Ask Africa, 1997:28). The relevance of these areas was confirmed by statistics from Police Social Work Services (PSWS) (cf. PSWS, 2001). It was, therefore, decided at a PSWS national conference held in September 1999 that the priority areas should be addressed by the development and widespread implementation of Personnel Capacity-Building Programmes (PSWS, 2001:2).

Consequently, various Personnel Capacity-Building Programmes were developed and implemented by Police Social Work Services (abbreviated as PSWS) since 2000. Soon the need also arose to determine the effect of the PCaBP on the personnel's knowledge, attitude and behaviour. Research was conducted to determine the effect of the PCaBP's. The positive impact measurement of the PCaBP's contributed to the fact that the Self-Management Programme formed part of the new Basic Training Learning Programme of SAPS.

The SAPS Personnel Capacity-Building Programmes had to be customized to suit the needs and requirements of the new Basic Training Learning Programme (abbreviated as BTL.P) of SAPS. Therefore, working groups were established, consisting of police social workers who had the task to customize the nine modules of the Self-Management Programme and to ensure that it also adhered to the South African Qualification Authority's (SAQA) requirements.

The Self-Management Programme was presented for the first time in July 2004, which was regarded as the piloting of the complete BTLP of the SAPS. Minor adjustments had to be made to the Self-Management Programme afterwards, specifically with regard to the experiential learning activities. It had to be aligned according to the recruits' frame of reference in a police training setting. The resultant structure of the programme will be discussed next.

3. STRUCTURE AND OUTCOMES OF THE SELF-MANAGEMENT PROGRAMME

The overall purpose of the Self-Management Programmes is to enable recruits to behave in a professional and responsible manner that is acceptable to the community and the organisation. Furthermore, to enable them to adhere to and practice sound human relations, as well as to render a professional customer service.

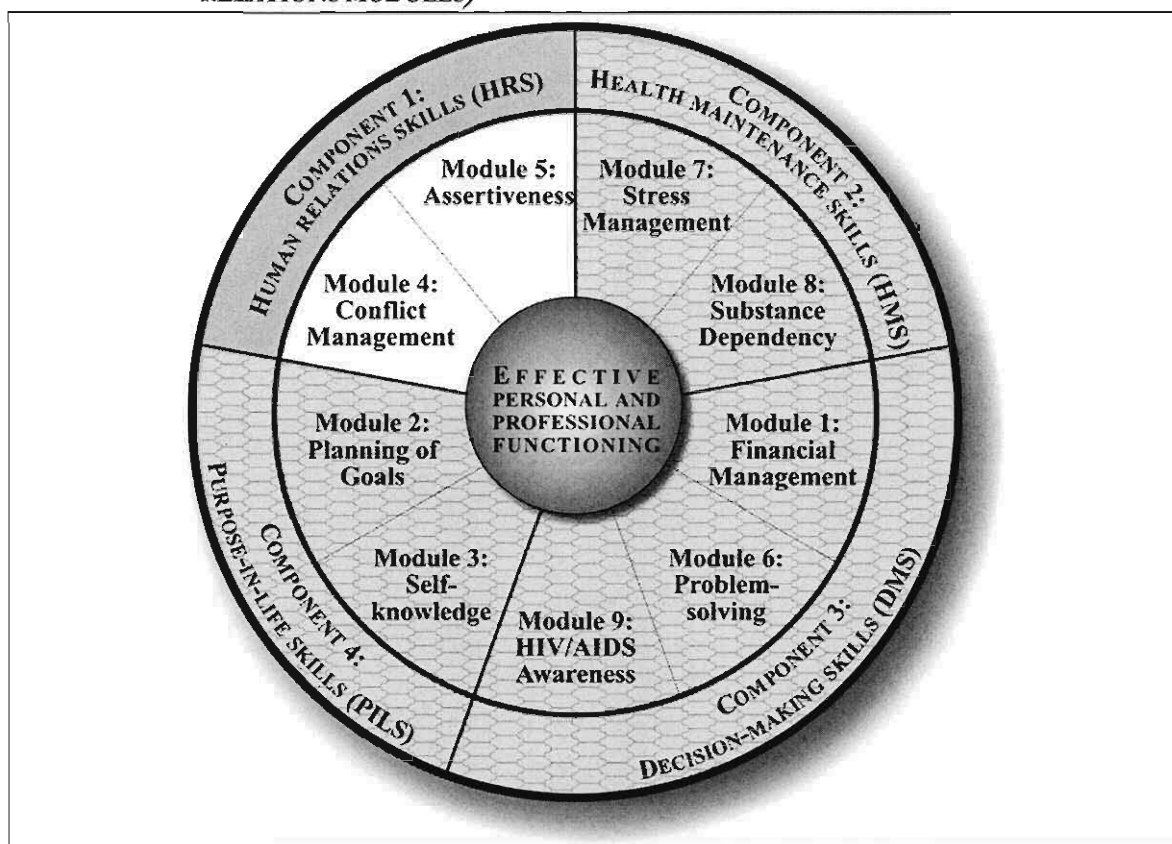
The Self-Management Programme originates from the SAPS Personnel Capacity-Building Programmes, therefore, it is also aligned according to the principles of occupational social work and the strengths-focused approach. The purpose is to ensure that recruits are empowered with knowledge, attitude and behaviour to become resilient police officials (Rooth, 2000:34; Stutterheim & Weyers, 2002:10; Thompson, 2002:xvii).

The nine modules of the Self-Management Programme were based on Brooks' taxonomy of life skills (Brooks, 1984:359-381; Darden *et al.*, 1996:3-5), divided into the following four components:

- **Component 1: Human relations skills**
 - Conflict management (Module 4)
 - Assertiveness (Module 5)
- **Component 2: Health maintenance skills**
 - Stress management (Module 7)
 - Substance dependency (Module 8)
- **Component 3: Decision-making skills**
 - Financial management (Module 1)
 - Problem-solving (Module 6)
 - HIV and AIDS awareness (Module 9)
- **Component 4: Purpose-in-life skills**
 - Self-knowledge (Module 2)
 - Planning of goals (Module 3)

The division of the modules, with a special focus on the human relations component, is portrayed in Diagram 1.

DIAGRAM 1: THE COMPOSITION OF THE SELF-MANAGEMENT PROGRAMME IN TERMS OF BROOKS'S TAXONOMY OF LIFE SKILLS (WITH A SPECIAL FOCUS ON THE HUMAN RELATIONS MODULES)



This article will focus on the nature of the human relations component (Component 1) with its constituent Conflict Management and Assertiveness modules and the nature of it will be discussed next. Both Component 1 and 2 formed a separate research project within the ambit of the overall Self-Management study.

4. THE NATURE OF THE PROGRAMME'S HUMAN RELATIONS COMPONENT

The nature of the Self-Management Programme's human relations component derived from Brooks' statement (Brooks, 1984:6) that life skills include all skills necessary to manage an effective lifestyle. Amongst these skills are the human relations skills identified as one of the four components of the Self-Management Programme.

The human relations skills component consists of a Conflict Management module and an Assertiveness module, each with its own goals and objectives. The goals of conflict management will be mentioned first and then those of assertiveness.

The Conflict Management module's goal is to sensitise the recruits to the fact that different styles of conflict management exist, that they should know which typical styles they use and how to apply the different styles appropriately in different scenarios they might be confronted with (PSWS, 2004^a).

The Assertiveness module's goal is to enhance the skill of assertiveness, promoting professional behaviour, thereby enabling the recruit to express himself/herself and his/her rights without violating the rights of others. In order to achieve these goals, needs-based content had to be developed and presented by means of utilizing experiential learning methods to ensure that recruits master the relevant skills (PSWS, 2004^a).

The contents and main teaching activities of the modules are summarized in Table 1.

TABLE 1: THE THEMES AND PRESENTATION METHOD OF THE HUMAN RELATION MODULES: CONFLICT MANAGEMENT AND ASSERTIVENESS

SUBJECT	METHODS
Module 4: Conflict Management	
• Definition of conflict	Small group discussion
• Reasons for conflict	Role play
• Feelings surrounding conflict	Debate
• Your behaviour as a result of conflict	Group discussion
• Five main strategies for managing conflict	Checklist
• Guidelines for managing conflict	Small group discussion
Module 5: Assertiveness	
• Definition of self-assertive behaviour	Small group discussion
• Evaluation of self-assertiveness	Checklist on self-assertive behaviour
• Passive, aggressive and assertive behaviour	Role play
• Personal rights	Small group discussion
• Assertive philosophy	Group discussion

The objective of the **Conflict Management module** is to ensure that the recruits are aware of the different conflict handling styles that exist and how the use thereof influences relationships. The Conflict Management module's stance is that conflict creates an opportunity to grow and to learn more about the self and others (Clove & Goldsmith, 2000:32).

It is necessary to ensure that all recruits have the same baseline with regard to conflict management, therefore, several discussions, exercises, role plays, etc. are held with regard to subjects such as the definition of conflict, reasons for conflict, feelings surrounding conflict, behaviour as a result of conflict, five main strategies for managing conflict and guidelines for managing conflict (PSWS, 2004^a).

The **Assertiveness module's** objective is to develop and enhance the skills of being assertive, however, the concept needs to be defined first, followed by various discussions, exercises and role play on passive, aggressive, assertive behaviour styles, personal rights and an assertive philosophy (PSWS, 2004^a).

The nature and content of the two modules above were described in depth in the first article. It is now necessary to discuss the research design and procedure in determining the effect of these two modules on the recruits' knowledge, attitude and behaviour.

5. RESEARCH DESIGN AND PROCEDURE

The research targeted all the recruits that experienced the Basic Training Learning Programme at the different SAPS training provision institutions. These Basic Training Provision Institutions are established SAPS institutions in Gauteng, Kwazulu-Natal, Eastern Cape and Western Cape Provinces. Male and female recruits from various racial groups were included in the study. The design and procedures that were followed will be discussed next.

5.1 AIM AND OBJECTIVES

The primary aim of the research project was to determine the effect of the human relations components of the Self-Management Programme on the knowledge, attitudes and behaviour of the SAPS recruits, as well as the programme's return on investment coefficient.

In order to achieve this aim, four objectives were pursued. They were:

- to determine the extent to which the human relations and health maintenance modules of the Self-Management Programme adhere to theoretical principles set for personnel capacity-building programmes
- to measure, by means of empirical research, the effect of the human relations and health maintenance modules of the Self-Management Programme on SAPS recruit's knowledge, attitudes and behaviour (KAB)
- to determine the programme's return on investment (ROI) for the SAPS
- to provide guidelines for the improvement of the Self-Management Programme.

5.2 RESEARCH DESIGN

In the empirical research, use is made of the classical experimental research design or the "randomised pre-test-post-test control group design" (Fouche & De Vos, 2002:147). This means involving both the experimental group and control group. Both are created by random sampling and random assignment methods. Consequently, both groups take a pre-test at the same time, after which only the experimental group receives the independent variable (presentation of the Self-Management programme) and then both groups (experimental and control) take the post-test (Fouche & De Vos, 2002:147). The experimental group in the human relations component consisted of 406 recruits and the control group consisted of 107 randomly selected recruits.

5.3 RESEARCH PROCEDURE

The research procedure can be divided into five phases, viz. the literature study, the pilot study, the main study (i.e. determining the short-term and long-term effect of the modules), identification of the programme's return on investment (ROI) and the completion of the research reports.

5.3.1 Phase 1: Literature study

An extensive literature study was conducted on (1) the analysis of existing literature regarding the nature and content of self-management programmes, (2) the generic attributes of capacity-building programmes (3), effect measurement and (4) ROI calculations and principles. The results were especially useful and applied in the development of the measurement instruments (questionnaires).

The South African Police Service's available policy documents regarding capacity development, community service rendering, as well as community policing were also consulted. The resources that were utilised were SAPS documentation, books and journals of both South African and international origin. The Internet and literature from related areas such as management, economics, community policing, criminology, education, sociology and psychology were also considered and studied.

5.3.2 Phase 2: The pilot study (design and testing of measurement instruments)

Phase 2 comprised of the pilot study. During this phase the measurement instruments were developed and evaluated. The evaluation took place in the form of a focus group session, consisting of a panel of experts. The panel consisted of two police social workers, three social work lecturers and one psychology lecturer (see Appendix 17). The purpose of this focus group session was to investigate a multitude of perceptions with regard to the measurement instruments (defined area) and focused mainly on the content and relevancy thereof (Greeff, 2002:306).

Consequently, the pilot study took place during the July 2004 presentation of the Self-Management Programme to recruits. Four platoons, two each from the Pretoria and Oudtshoorn Basic Training Provision Institutions (abbreviated as BTPI's) were involved in the piloting of the questionnaires. The data derived from the pilot study were statistically analysed and the results obtained were considered during the finalization of the measurement instruments for the main study.

Three types of measurement instruments were used in the research. They were a KAB questionnaire, a presentation evaluation questionnaire and a presenter's evaluation questionnaire.

The contents of each module of the human relations component are unique, therefore the KAB questionnaires, which were designed by the researcher, were based on these modules as well as relevant theory. They comprised of a pre-test and a post-test questionnaire for both the experimental and the control groups. Mostly summated or Likert-type (Welman & Kruger, 2003: 150) items were utilised and were specifically aimed at measuring respondents' knowledge, attitudes and behaviour.

The presentation evaluation questionnaire was previously developed by an EPCaP research team and only minor changes/adjustments were made. It was based on the evaluation instruments that

were contained in the programme, as well as those of various training institutions (cf. Academic Services, 2000) and theoreticians (cf. Kirkpatrick, 1998:26-28). The instrument consisted of 23 items and focused on the respondents' experience of the presenters and their presentation skills, as well as the learning process and the presentation context. By using the Cronbach's alpha coefficient (Gravetter & Forzano, 2003:391; Jackson, 2003:42-43) during a previous EPCB, it was ascertained that the instrument had a high reliability factor.

A third questionnaire had to be completed by the presenters after they had presented the programmes. It gave them an opportunity to rate their own performance, preparation and use of training aids. It also enabled them to make recommendations, to specify the themes that could be dropped from or added to the modules and to identify the material that was most and least beneficial during the presentation of the modules. This questionnaire was based on the presentation evaluation questionnaire and, therefore, it was not necessary to pilot test it beforehand.

The main study followed after the previous phase was completed and will be discussed next.

5.3.3 Phase 3: Measurement of the short-term and long-term effect of the human relations component

The main empirical study took place from 24 to 28 January 2005. In total, 18 platoons consisting of an average of 500 respondents were selected on a stratified random basis (cf. Strydom, 1999:66-70) from seven different Basic Training Provision Institutions. The experimental group experienced the five-day Self-Management training, completed the applicable KAB questionnaires at the beginning and end of each day's presentation (see Appendix 9 & 10) and also completed the presentation evaluation questionnaire (see Appendix 13) at the end of the five days. The control group completed similar KAB questionnaires during the exact same time period. All 15 presenters of the programme had the opportunity to complete the presenter's evaluation questionnaire at the end of the week (see Appendix 14). The short-term effect measurement was followed by the measurement of the long-term effect, seven months after the recruits attended the Self-Management Programme.

A total of 47 recruits took part in focus group sessions, approximately seven months after the attendance of the Self-Management Programme. The data collected during these sessions were also considered, analysed and interpreted. The calculations of the return on investment of the coefficient of the human relations component received attention next.

5.3.4 Phase 4: Calculation of the modules' return on investment (ROI) coefficient

The results of the main study, as well as an analysis of the costs involved in the presentation of the programme, were then used to determine its return on investment for the SAPS. For this purpose, use was made especially of Davidove and Schroeder (1992:70-71), Goldwasser (2001:82-

88), Meyer *et al.* (2003:5), and Moonen's (2003:147-165) conceptualisation of the nature of return on investment (ROI). The basic formula that was used for this purpose is the following:

$$\text{ROI (\%)} = \frac{\text{Net Programme Benefits}}{\text{Programme Costs}} \times 100$$

Where:

- ◆ Net programme benefit = Total benefits - costs
- ◆ Benefits = Economic benefits + quality benefits + efficiency benefits
- ◆ Programme cost = Financial costs + manpower/time inputs (Moonen, 2003:147-165)

5.3.5 Phase 5: Completion of the research reports

Compilation of the articles and research report took place once all the data had been interpreted. These reports include guidelines for the improvement of the modules and their presentation.

5.4 THE RESEARCH GROUPS

The respondents who were involved in the study can be divided into four categories. These were the members of the experimental and control groups, the focus group participants and the presenters (see Table 2). The composition of each group will be viewed separately.

The experimental and control groups consisted of 513 respondents. They were selected by means of stratified random sampling (cf. Strydom, 1999:66-70), but also included an element of quota sampling. The experimental group was stratified according to geographical area and four platoons from the more southern Basic Training Provision Institution – Oudtshoorn, four platoons from the eastern Basic Training Provision Institution – Bisho and six platoons from the northern BTPI – Pretoria (four platoons) and Jakkalsdans (two platoons) took part in the research. The control groups were selected from two other BTPI's, namely Chatsworth, Kwazulu-Natal and Phillipi, Western Cape.

The totals of the respondents were as follows: an average of 406 respondents per module was part of the experimental group and an average of 107 respondents per module was included in the control groups. The respondents represented almost 12% of the total of 4 249 recruits (see Appendix 19) in the January 2005 intake. This is in line with the 10% to 14% recommended by Stoker (in Strydom & De Vos, 1998:201). The members of the experimental group were drawn from the Pretoria, Oudtshoorn, Jakkalsdans and Bisho Basic Training Provision Institutions, while the control groups came from Phillipi, Graaff-Reinet and Chatsworth (see Table 2). The total number of 11 presenters completed the presenters' evaluation questionnaire and four facilitated the focus group sessions.

The focus groups that were held for the human relations component took place in the Southern Cape (one group) and Gauteng (one group) (see Table 2). Each focus group consisted of at least fourteen participants (twelve recruits and the two social workers who facilitated the process).

TABLE 2: THE PROFILE OF THE EXPERIMENTAL AND CONTROL GROUPS IN TERMS OF SAPS BASIC TRAINING PROVISION INSTITUTION (THE HUMAN RELATIONS STUDY ONLY)

Basic Training Provision Institution (BTPI's)	Oudtshoorn	Pretoria	Bisho	Jakkalsdans	Graaff-Reinet	Chatsworth	Phillipi	Unknown	Total
CONFLICT MANAGEMENT AND ASSERTIVENESS MODULES									
Total SAPS recruits	374 (8.8%)	1978 (46.55%)	783 (18.42%)	169 (3.97%)	347 (8.16%)	143 (3.36%)	455 (10.7%)	-	4249 (100%)
Experimental group	107 (26.35%) Platoons: 4	102 (25.12%) Platoons: 4	138 (33.99) Platoons: 4	58 (14.28%) Platoons: 2				1 (0.24%)	406 (100%)
Control group					15 (14.01%) Platoons: 1	33 (30.84%) Platoons: 1	57 (53.27%) Platoons: 2	2 (1.86%)	107 (100%)

FOCUS GROUP	GAUTENG PROVINCE	WESTERN CAPE PROVINCE	TOTAL
• Conflict management	12 (52.17%)	11 (47.83%)	23 (100%)
• Assertiveness	12 (50%)	12 (50%)	24 (100%)

The number of the actual total of recruits was only available shortly before the commencement of the official training. Therefore, it was decided beforehand to utilize four platoons per identified training institution for the experimental groups and one or two platoons per identified institution for the control groups. The promotion of geographical representation was also taken into consideration. Random sampling was utilised for both the experimental and control groups (Strydom & Venter, 2002:202; Welman & Kruger, 2003: 53-54).

The representation of the experimental groups according to the four Basic Training Provision Institutions was as follows: Oudtshoorn (Western Cape Province) 26.41%, Pretoria (Gauteng Province) 25.37%, Bisho (Eastern Cape) 34.07% and Jakkalsdans (Gauteng Province) 14.32% (see Table 2).

The race and gender distribution of the experimental, comparison and focus groups, as well as that of the total recruit population is given in Table 3.

TABLE 3: THE PROFILE OF THE EXPERIMENTAL AND CONTROL GROUPS IN TERMS OF RACE AND GENDER (THE HUMAN RELATIONS STUDY ONLY)

GROUPS	BLACK MALE	BLACK FEMALE	COLOURED MALE	COLOURED FEMALE	WHITE MALE	WHITE FEMALE	ASIAN MALE	ASIAN FEMALE	TOTAL (n) [†]
CONFLICT MANAGEMENT AND ASSERTIVENESS MODULES									
Total SAPS recruits	2833 (66.67%)	910 (21.41%)	310 (7.29%)	113 (2.65%)	43 (1.01%)	20 (0.47%)	19 (0.44%)	1 (0.02%)	4249 (100%)
Experimental Group	264 (65.19%)	75 (18.52%)	39 (9.63%)	16 (3.95%)	6 (1.48%)	3 (0.74%)	2 (0.49%)	0 (0%)	405 (100%)
Control Group	62 (57.94%)	14 (13.08%)	12 (11.21%)	12 (11.21%)	3 (2.80%)	3 (2.80%)	1 (0.93%)	0 (0%)	107 (100%)
FOCUS GROUP									
Conflict management	11 (47.82%)	3 (13.04%)	9 (39.13%)					0 (0%)	23 (100%)
Assertiveness	12 (50%)	2 (8.33%)	10 (41.66%)					0 (0%)	24 (100%)

[†] Totals (n) may vary due to the total respondents who completed the items on the questionnaire.

The composition of both the experimental and control groups in terms of race and gender were generally in line with the total population of SAPS recruits for the January 2005 intake. The focus groups seemed to be more difficult to represent the total recruit population of the January 2005 intake. The explanation can be that all recruits are placed within the nine official provinces according to the specific 'personnel need' of the particular province and only two provinces were selected to take part in the focus group sessions.

The data collection instruments will now be discussed in more detail.

5.5 DATA COLLECTION INSTRUMENTS

The uniqueness of each module made it impossible to utilize standardised scales. Subsequently, entirely new measurement instruments had to be developed and standardised during the pilot studies and the main research. This process proved to be difficult, but quite successful. Most of the scales had an excellent reliability coefficient and were able to measure change effectively. The only exception was the attitude scale of conflict management that produced an unacceptably low Cronbach Alpha coefficient. Therefore, only the effect sizes of its individual items could be utilised in the study (cf. Elmes *et al.*, 2003:59-60, 144-145; Zechmeister & Posavec, 2003:194-197). To accommodate this and other potential shortcomings, as well as to enhance the effectiveness of the measurements, triangulation was utilised in the study.

Triangulation can be defined as a “ combination of two or more theories, data sources, methods or investigators in one study of a single phenomenon to converge on a single construct” (Hilton, 2002). In the study, the “intra-method” (Sarantakos, 1998:186) or “within method” (Bryman, 2003) of triangulation was used. It entails the use of multiple instruments to measure the same phenomenon. In this case the different types of changes that the programme brought about were measured (cf. Mark, 1996:220; Patton, 2002:556, 559-560). Its purpose was “to capture a more complete, holistic and contextual portrayal and reveal the varied dimensions of a given phenomenon” (Hilton, 2002) and to test the constancy of measurement (Patton, 2002:248).

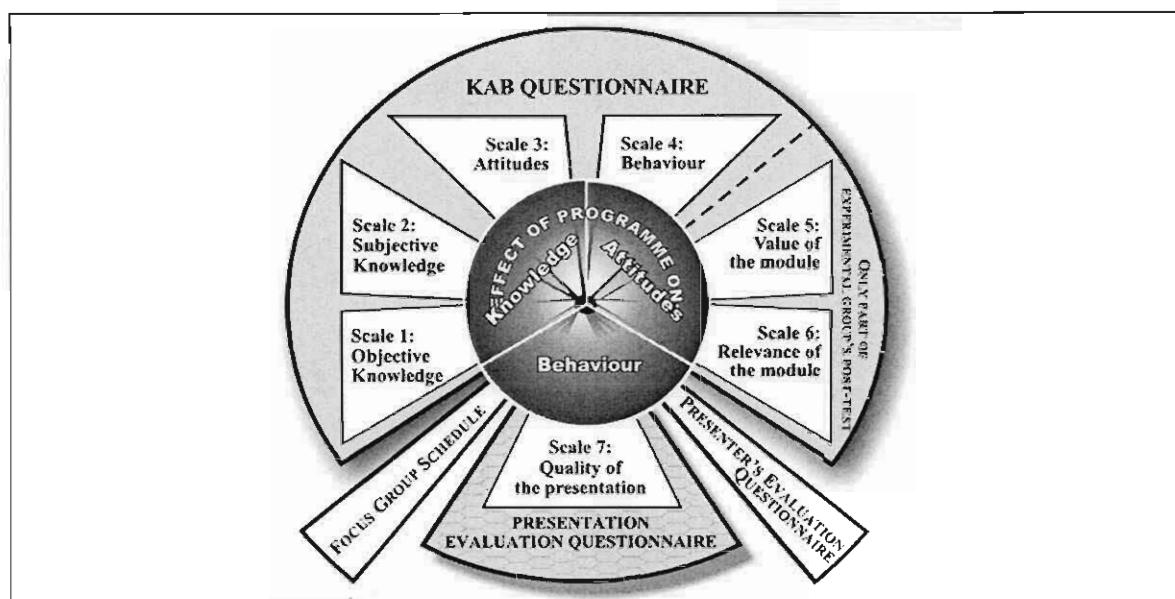
The within-method in this research was done by using three primary measurement instruments. They were:

- the KAB questionnaire with its four primary scales (completed by both the experimental and comparison groups)
- the value scale (formed part of the post-test KAB questionnaire that was completed by the experimental group only)
- the relevance scale (formed part of post-test KAB questionnaire that was only completed by the experimental groups).

Because the presenters' evaluation questionnaire was only used as a secondary measurement instrument and only completed by a small number of presenters, it was not subjected to the same high-level statistical analyses as in the case of the other measurement instruments.

The manner in which the different questionnaires and scales were integrated are portrayed in the diagram below.

DIAGRAM 2: THE USAGE OF TRIANGULATION IN THIS STUDY



5.5.1 The KAB questionnaires

Although the use of KAB (Knowledge, Attitudes and Behaviour) analyses is still scarce in the field of social work, it is widely used in education-oriented research in fields such as health, education, economics, social marketing and social developmental (Berger *et al.*, 1994; Donati *et al.*, 2000; Mitchell & Kaufman, 2002; Weinreich, 1999; WPDCE, 1999). Research of this nature is based on the premise that human functioning can be divided into three dimensions viz. the cognitive (thinking), the affective (feeling) and conative (behaviour/doing) (Thompson, 2002: xvii). The latter can also be subdivided into categories or types such as skills, role acceptance, customs and practices (Babbie, 2001:275-277; WPDCE, 1999:16).

Various studies have shown that the dimensions are interrelated, but not necessarily linearly dependent. For example, a change in one dimension does not necessarily bring about a change in another dimension (e.g. an increase in attitude does not necessarily mean there will be a change in behaviour), or the successful change in one dimension (e.g. attitudes) is not necessarily a prerequisite for change in another dimension (e.g. behaviour) (Akade, 2001:248-251; Elkind, 1993:17; McCann & Sharkey, 1998:268-269). This made it possible to develop scales that would measure the changes that the modules brought about in each of the dimensions independently. These scales were contained in the first section of the KAB questionnaires that was administered before and after the presentation of modules. A second section was added to the post-test questionnaire. It consisted of five items whereby the respondents could evaluate the overall value and relevance of each of the human relations component's modules, namely conflict management and assertiveness. In the text this data will be referred to as Scale 5 and Scale 6. The structure of the questionnaires is summarized in Table 4.

TABLE 4: COMPOSITION OF THE KAB QUESTIONNAIRES

SECTIONS	SCALE NO.	FACETS THAT WERE MEASURED	CONFLICT MANAGEMENT: NUMBER OF QUESTIONS	ASSERTIVENESS: NUMBER OF QUESTIONS
<i>Section 1</i>	Scale 1	Objective knowledge	8	16
	Scale 2	Subjective knowledge	9	8
	Scale 3	Attitudes	4	20
	Scale 4	Behaviour	18	15
<i>Section 2</i>	Scale 5	Value of the module	7	5
	Scale 6	Relevance of the module	12	12

Mostly Likert-type questions (e.g. strongly disagree, disagree, agree, strongly agree) (cf. Jackson, 2003:61) were utilised for the questionnaires. They were formulated in such a way that they would determine the respondents' existing (in terms of the pre-test) and newly acquired (in terms of post-test) knowledge, attitudes and behaviour. The questionnaires were, in the case of the experimental groups, administered before the commencement of the presentation of the human relations components and at the end of the human relations component's presentation. Simultaneously, the same questionnaires were administered to the control groups. This made it possible to discount any environmental influences when determining the effect of the programme (intervention/independent variable) on the experimental groups.

A second section was added to the post-test questionnaire that was administered to the experimental groups. It consisted of several questions whereby the respondents could evaluate the overall value and relevance of the programme. In the text this data will be referred to as Scale 5 (Value) and Scale 6 (Relevance).

5.5.2 The presentation evaluation questionnaire

Only one presentation evaluation questionnaire was developed for the complete EPCaP research project. It was not necessary to design a presentation questionnaire as the existing one was successfully utilised during the previous EPCaP research project. (cf. Williams, 2003:95). The instrument consisted of approximately 23 items and focused on the respondent's experience of the facilitator and his/her presentation, as well as the learning experience and the programme content (see Appendix 13).

The questionnaire consists of 23 questions and was divided into five sections (see Table 5).

TABLE 5: COMPOSITION OF THE PRESENTATION EVALUATION QUESTIONNAIRES

SECTION	FACETS THAT WERE COVERED	QUESTIONS
<i>Section 1</i>	Evaluation of the presenter's capabilities	1 – 5
<i>Section 2</i>	Evaluation of the presenter's presentation skills	6 – 10
<i>Section 3</i>	Evaluation of the learning process	11 – 16
<i>Section 4</i>	Evaluation of the presentation context	17 – 20
<i>Section 5</i>	General	21 – 23

This questionnaire was administered to the recruits directly after the completion of the five-day presentation of the Self-Management Programme. The main purpose of this questionnaire was to ascertain whether the nature and quality of the presentation might have had an influence on the effect of the Self-Management Programme. The presenter's evaluation questionnaire will be discussed next.

5.5.3 The presenter's evaluation questionnaire

The social workers that presented the programme had the opportunity to complete the presenter's evaluation questionnaire (see Appendix 14). Not only could they evaluate their own presentation abilities or skills and the relevance of the programme, but also make recommendations regarding the improvement of the programme (see Table 6 regarding the facets that were covered). The questionnaire was based on the presentation evaluation questionnaire and some comparisons could, therefore, be drawn between the similar sets of data.

TABLE 6: COMPOSITION OF THE PRESENTER'S EVALUATION QUESTIONNAIRE

PARTS & SECTIONS	FACETS THAT WERE COVERED	QUESTIONS
Part 1	Course particulars	
Part 2	Assessment of the Self-Management Programme	
• Section 1	Presenter's self-assessment	1 – 5
• Section 2	Evaluation of the presenter's presentation skills	6 – 10
• Section 3	Evaluation of the learning process	11 – 16
• Section 4	Evaluation of the presentation context	17 – 20
• Section 5	Evaluation of the relevance and value of the programme	21 – 25
• Section 6	General	26 – 28
Part 3	Assessment of the modules and study units	
Part 4	General recommendations	

The measurement instruments for determining the short-term effect were discussed above. The data instrument (discussion framework) utilised for the focus group sessions will be discussed next.

5.5.4 The discussion framework used for the focus groups

The length of the complete training created an ideal opportunity to involve recruits in focus group sessions approximately seven months after attending the presentation of the Self-Management Programme. The purpose of the focus group sessions was to determine the long-term effect of the human relations component on their self-management skills as well as whether they were able to adopt these skills, internalise them and apply them either in their work environment and/or personal lives.

The focus groups discussion framework consisted of the following phases (Greeff, 2002:307; Welman & Kruger, 2003:189), namely:

- The topic being introduced to the group by the researcher. The researcher determined beforehand what needed to be heard from the participants
- The rules for the focus group session were shared with the group
- The facilitator made an opening statement and conversations took place among the participants with regard to the subjects of conflict management and assertiveness. The researcher guided the discussions by asking various questions relating to the information needed
- The session ended with participants making a final statement and submitting their notes completed at the commencement of the session.

The analysis of the information was based on the interviewer's records as well as those of a co-facilitator who also documented the proceedings. Themes were identified and the information was clustered accordingly (see Appendix 5 & 6).

Overall the data collection instruments comprised of more than 200 000 individual measurement items and a discussion on the procedures and formulas used in the data analyses will follow.

5.6 PROCEDURES AND FORMULAS USED IN DATA ANALYSES

All the data collected from the measurements were analysed in conjunction with the Statistical Consultation Services of the North-West University, Potchefstroom Campus and with the aid of the SAS computer package (SAS Institute Inc., 1999). The data could not be analysed before determining whether the measurement scales were reliable, the questions valid and the scales able to measure change. Triangulation was utilised to ensure that deficiencies in the measurement instruments be curbed. The procedures and formulas that were used will be discussed briefly.

5.6.1 Procedures and formulas used for the calculation of reliability

The Cronbach alpha coefficient (from now on abbreviated as 'Cronbach alpha' or simply ("α") was calculated for every scale in order to determine the reliability of each measurement instrument (Gravetter & Forzano, 2003:455). A score of 0.5 or higher was accepted as an appropriate reliability coefficient (cf. Jackson, 2003:87-91). All the scales that were used in the research complied with this criterion, except for Scale 3 (Attitude) of the Conflict Management module, where individual items were analysed to determine effect change.

5.6.2 Procedures followed to determine validity

The validity of the individual questions was initially determined by means of the pilot studies and expert panel evaluations. This procedure was necessary to increase the face, content and criteria validity of the questions (cf. Creswell, 2003:157-158; Elmes *et al.*, 2003:55-59; Jackson, 2003:44-45). The main study and its results, however, should be viewed as the most important step in this process.

5.6.3 Procedures and formulas used for the calculation of change/effect

In order to measure practical significant change, use was made of Cohen's formula for the calculation of effect size. This type of effect size is also known as Cohen's d-value (Cohen, 1988:20-27; Steyn, 2000:1-3). The reason for this choice entailed the following:

- To determine whether the programme changed the knowledge, attitudes and behaviour of SAPS personnel in practice, the standardised difference was used as effect size (cf. Gravetter & Forzano, 2003:454). This entailed dividing the difference between two averages (or averages of a given mean) by the standard deviation. According to Steyn (2000:3), this is a natural criterion for drawing conclusions regarding significance.

The first step entailed the calculation of the d-values of the scales and questions that were administered to the experimental group alone. The following formula was used for this purpose:

$$d = \frac{\mu_{\text{diff}}}{\sigma_{\text{diff}}}$$

Where:

d = effect size

μ_{diff} = average difference of scores in the experimental group (abbreviated with " μ_1 ")

σ_{diff} = standard deviation of difference score.

The second step was to determine whether there were any practical significant differences between the pre-tests and post-tests scores of the experimental and comparison groups. In order to do so, it was first necessary to determine whether the experimental groups (group 'e') and comparison groups (group 'c') were comparable before the start of the intervention programme. To compute the net difference per scale, Cohen's formula for calculating the effect size between two groups was used. The formula is as follows (Cohen, 1988:20-27; Steyn, 2000:1-3):

$$d = \frac{|\mu_1 - \mu_2|}{\sqrt{MSE}}$$

Where:

d = effect size

μ_1 = average difference score in the experimental group (e)

μ_2 = average difference score in the comparison group (c)

$\mu_1 - \mu_2$ = difference between average difference

MSE = mean square error of the ANCOVA (Cohen, 1988: 20-27; Steyn, 2000:1-3)

The following guidelines can be used to judge all d-values:

- d = 0.2: This indicates a small effect, implying that the research should be repeated in order to confirm if there is an effect
- d = 0.5: This indicates a medium effect, implying that the result can be viewed as significant, but also that better planned research could produce even more significant results
- d = 0.8: This indicates a large effect which is significant and of practical significance

- Because there are no absolute boundaries between the three d-values, concepts such as ‘small to medium effect’ and ‘large effect’ can be used (Cohen, 1969:22-25; Spatz, 2001:74-75; Steyn, 1999:3).

Besides effect sizes (d-value), use was also made in certain scales and questions of descriptive statistics such as totals, percentages, averages and standard deviations.

5.7 PROBLEMS ENCOUNTERED IN THE RESEARCH

The experimental groups found it a challenging effort to complete a pre and post-test questionnaire before and after each day’s presentation of the modules. The presenters had to stay focused and motivate the respondents to complete the questionnaires diligently.

Some minor logistical obstacles were also experienced. Some of the training institutions did not receive the updated workbooks of the Self-Management Programme in time and, therefore, had to use the older versions. To bridge this gap, the presenters had to ensure that photocopies were made of the updated versions and provide them to the recruits.

6. THE RELIABILITY OF THE MEASUREMENT INSTRUMENTS

The reliability of each measurement scale was determined by means of the utilisation of the Cronbach alpha coefficient (Gravetter & Forzano, 2003:455). The results thereof are indicated in the table below. The human relations component consisted of two modules, namely conflict management and assertiveness. The following table indicates the “ α ” of each module’s scales and subscales.

TABLE 7: CRONBACH ALPHA OF THE CONFLICT MANAGEMENT AND ASSERTIVENESS MODULES

SCALE	FACET & QUESTION	α	
		Conflict management	Assertiveness
Scale 1	Objective knowledge	0.50 ■	0.55 ■
Scale 2	Subjective knowledge	0.91 ■	0.89 ■
Scale 3	Attitude	<i>Individual items</i>	0.72 ■
Scale 4	Behaviour	0.91 ■	0.50 ■
Scale 5	Value of the module	0.86 ■	0.89 ■
Scale 6	Relevance of the module	0.93 ■	0.94 ■
Scale 7	Evaluation of the programme presentation		
Subscale 7.1	Evaluation of the programme presentation	0.75 ■	0.75 ■
Subscale 7.2	Evaluation of the presenter	0.83 ■	0.83 ■
Subscale 7.3	Evaluation of the learning process	0.84 ■	0.84 ■
Subscale 7.4	Evaluation of the presentation context	0.74 ■	0.74 ■

■ Reliable scale: $\alpha \geq 0.5$

All but one of scales that were used for the **Conflict Management module** had an acceptable Cronbach alpha coefficient with a minimum value of 0.5. Scale 7 even went as high as 0.93. The exception was Scale 3: Attitude and only some of its individual items could be utilised in the study. All the scales used for the **Assertiveness module** had an acceptable reliability coefficient.

7. THE EFFECT OF THE HUMAN RELATIONS MODULES ON THE KNOWLEDGE, ATTITUDES AND BEHAVIOUR OF SAPS RECRUITS

Determining the human relations components' effect entailed firstly, to ascertain whether a practical significant difference occurred between the results on pre-test level. In other words, whether the experimental and control groups' knowledge before the programme, was comparable. It might have occurred that there was a statistical significant difference between the results on the pre-test level, but not necessarily a practical significant difference (t-test on pre-test scores).

Secondly, the effect on group level had to be determined and this was done by means of paired t-tests. The results indicated the growth that took place with the experimental group, as well as with the control group, if any.

Lastly, the post-test scores of both the experimental and control groups were compared by means of covariance-analysis, where the values of the pre-test were used as covariates in order to determine whether the experimental group gained more knowledge than the control group. The table of the covariance analysis will be indicated in the text, while the tables on the t-test and paired t-test will be included in the Appendixes (see Appendixes 1 & 2). Cohen's d-value was used in all the statistical steps to determine effect.

The effect of the Conflict Management module of the human relations component will be discussed first, followed by the Assertiveness module.

7.1 THE EFFECT OF THE CONFLICT MANAGEMENT MODULE

The entire effect that the Conflict Management module had on the respondents is summarized in Table 8. Each scale's results will be dealt with separately (knowledge, subjective knowledge, attitude and behaviour).

TABLE 8: THE COVARIANCE-ANALYSIS FOR SCALES 1 - 4: CONFLICT MANAGEMENT

SCALE	n	DIFFERENCE	MSE	P-VALUE	d-VALUE
Scale 1: Objective knowledge conflict management	513	0.056	0.472	<.0001	1.07**
Scale 2: Subjective knowledge re conflict management	512	1.068	0.436	<.0001	2.40**
Scale 3: Attitude re conflict management					
Q 1 When confronted with a conflict situation, I am not sure which conflict handling strategy to use	504	0.545	0.793	<.0001	0.687*
Q 2 A collaborating conflict handling style is the best style to use	497	0.362	0.672	<.0001	0.530*
Q 3 If you choose the collaborating conflict handling style, you are behaving in an adult manner	503	0.331	0.634	<.0001	0.522*
Q 4 I will feel that a conflict situation is successfully resolved when purposeful decisions are taken by the parties involved	504	0.339	0.537	<.0001	0.631*
Scale 4: Behaviour re conflict management	510	0.774	0.429	<.0001	1.18**

* Medium effect: $d \geq 0.5$ ** Practical significant effect : $d \geq 0.8$

7.1.1 The effect on objective knowledge (Scale 1)

The results of the covariance analysis indicated that the Conflict Management module had a large effect ($d=1.07$) on the objective knowledge of the respondents. The focus group members indicated that they learned more about conflict resolution, especially with regard to the conflict handling styles that exist.

7.1.2 The effect on subjective knowledge (Scale 2)

Much information exists with regard to conflict management, but this module focused specifically on conflict handling styles and the effect that the different styles have on relationships in the working environment. The respondents were definite that they gained much subjective knowledge when the d-value (2.4) in terms of the co-variance analysis is taken into consideration. The focus group members mentioned that they had the relevant knowledge, but it was better comprehended and organised in their minds.

7.1.3 The effect on attitudes (Scale 3)

The attitude scale of the Conflict Management module was found to be an unreliable scale ($CA = 0.422$), therefore, the individual items will be discussed. There were no significant differences on the pre-test level, but the results of the paired t-tests within groups indicated a difference in the pre-test and post-test measurements of the experimental group and the control group showed insignificant differences.

The d-values of the individual items indicated a medium effect with regard to the respondents' attitude towards conflict management. The interpretation for this phenomenon is that the scale

did not measure what it intended to, but it was on the right track. The exceptionally high d-value of 1.18 for the behaviour scale, supports viewpoints found in the literature that a change in attitude is not necessarily a prerequisite to change one's behaviour/intended behaviour. The focus group members shared that conflict is part of everyday life. It can be a positive experience and that it should be managed, not ignored or controlled. After attending the module on conflict management, they had a positive attitude towards resolving conflicts.

7.1.4 The effect on behaviour (Scale 4)

The large effect (Table 8, $d = 1.18$) that was measured with regard to conflict management related behaviour should be seen as very positive. The respondents will most probably find themselves in challenging situations where different conflict management/handling styles will have to be applied. It will be expected of them at all times to behave in a professional manner when confronted with such situations. The focus group members acknowledged that before the presentation of the Conflict Management module, they tried to win conflicts, took part in heated debates, etc. Now they listen to what the other party is saying, first think how others will respond when making certain comments and try to be cool-headed and positive.

7.1.5 The long-term effect of the module

From the focus group discussions and the responses to individual core questions (see Appendix 5), the following overall trends came to the fore:

► Impact of the module

The impact of the module on the attitudes and behaviour of recruits was still evident after seven months. They could still recall the different conflict handling styles and the different metaphors (linking the conflict handling styles to certain animal behaviours in conflict situations) that were used to illustrate them, as well as the role-plays that were undertaken. These tools and methods re-enforced the positive outcome of constructive conflict resolution and contributed to a change in their behaviour patterns.

► Effect on relationships

The recruits mentioned consistently that this module sharpened their general communication and especially listening skills. Appropriate and confident usage of communication skills is crucial in doing their work effectively as police officials as well as in maintaining personal relationships.

► Effect on the individual

According to the recruits, the module:

- increased their self-confidence
- improved personal motivation
- increased job satisfaction
- expanded knowledge on the self, life and its challenges
- ensured a greater understanding of different people and their habits and conduct.

From the responses of the focus group members it can be concluded that the Conflict Management module did have a long-term effect on the recruits' knowledge, attitude and behaviour. There were also strong indications that they integrated the new behaviour patterns into their daily functioning.

7.2 THE EFFECT OF THE ASSERTIVENESS MODULE

The results of the measurements produced by the four scales of the Assertiveness module are contained in Table 9. The implications of each will be discussed separately.

TABLE 9: THE COVARIANCE-ANALYSIS FOR SCALES 1 - 4: ASSERTIVENESS

SCALE	n	DIFFERENCE	MSE	P-VALUE	d-VALUE
Scale 1: Objective knowledge re assertiveness	510	0.424	0.363	<0.0001	1.168**
Scale 2: Subjective knowledge re assertiveness	512	1.101	0.465	<0.0001	2.367**
Scale 3: Attitude re assertiveness	512	0.292	0.331	<0.0001	0.882**
Scale 4: Behaviour re assertiveness	510	0.264	0.372	<0.0001	0.709*

*Medium effect: $d \geq 0.5$ **Practical significant effect : $d \geq 0.8$

7.2.1 The effect on objective knowledge (Scale 1)

The content and implications of the concept 'assertiveness' are usually regarded as abstract in nature and, therefore, difficult to explain by a presenter. The large effect size of $d=1.168$ achieved with the objective knowledge scale (Scale 1) would indicate that they succeeded in this task and that the recruits were able to learn and comprehend the factual knowledge covered by the module. Because of the design of the module and the fact that it is presented in a workshop and not typical teaching format, the big increase in knowledge is somewhat unexpected. It could indicate that the subject matter was new and/or that they found it very interesting.

The responses from the focus group members indicated that the retention span especially of the implications of assertiveness was quite long. They could, for example, explain that as police officials one is expected to take charge of a situation, but in an assertive and not aggressive manner. They also knew when to use assertiveness and how to do it without manipulating others.

7.2.2 The effect on subjective knowledge (Scale 2)

The very large effect size achieved with Scale 2 ($d=2.367$) shows that the recruits did not only comprehend the factual information, but also felt that they mastered the subject. During the focus group discussions it was clear that the members clarified for themselves that assertiveness goes with responsibility and that they were equipped to utilise their new knowledge and skills.

7.2.3 The effect on attitudes (Scale 3)

Scale 3 produced a practical significant effect size of $d=0.882$ (see Table 9). This indicates that the intervention changed the recruits' attitudes in a practical significant way. From the focus group sessions it was evident that this change had become part of their frame of reference and that they strive to be assertive in their daily lives.

7.2.4 The effect on behaviour (Scale 4)

The medium to large effect size of $d=0.709$ (see Table 9) that was produced by Scale 4 indicates that although the recruits had mastered the knowledge dimension and would strive to be more assertive, they did not master all the skills associated with this behaviour during training. This could, to some extent, be attributed the training milieu in which they found themselves and the subordinate role that they were required to fulfil during their basic training.

They, however, found it more uncomplicated to put their assertiveness skills into practice once they finished their basic training at the training institution. The focus group members indicated that they were not using the passive (subordinate) or aggressive styles anymore, but were assertive with confidence and reaping the advantages thereof.

7.2.5 The long-term effect of the module

The focus group discussions also brought various other issues to the fore (see Appendix 6). Only some overall trends will, however, be highlighted.

► Impact of being assertive

The recruits experienced that being assertive has a positive impact on relations. Especially when dealing with difficult people, this tool helps them to be reasonable and professional. They also found that being assertive builds their self-confidence. Therefore, the usage of assertiveness enables them to experience work, life and people more positively.

► Effect on knowledge, attitude and behaviour

The recruits understood the difference between passive, aggressive and assertive behaviour and the consequences of each of these styles. An assertive attitude and behaviour made them feel more professional, helped them to express themselves in an adult manner and prevented them from violating the rights of others.

If the results of the short-term effect-measurements are combined with recruits' responses during the focus group sessions it becomes evident that the Assertiveness module succeeded in its primary goal. This is, namely, to equip recruits with the knowledge, attitudes and skills that are necessary to be more assertive individuals. The value that they ascribed to this new 'equipment', as well as that produced by the Conflict Management module, will be covered next.

8. THE VALUE OF THE HUMAN RELATIONS COMPONENT

The post-test questionnaires that were administered to the experimental group contained additional Likert-type questions that were specifically aimed at determining what value the modules held for the recruits. With this scale the respondents rated the overall value of a module and its constituent parts on a four-point scale that ranged from: “It had no or little value” to “It had a lot of value.” The data that was collected including the CA of the scales, the number of responses and their equivalent percentages, are contained in Table 10.

TABLE 10: THE VALUE OF THE HUMAN RELATIONS COMPONENT: SCALE 5

MODULE	n	CHOICES AND RESPONSES				α
		<i>It had no or little value</i>	<i>It had below average value</i>	<i>It had above average value</i>	<i>It had a lot of value</i>	
Conflict Management	405	4 (0.99%)	11 (2.72%)	127 (31.36%)	263 (64.94%)	0.865 [■]
Assertiveness	406	1 (0.25%)	14 (3.45%)	120 (29.56%)	271 (66.75%)	0.872 [■]
<i>Average</i>	405.5	2.5 (0.62%)	12.5 (3.08%)	123.5 (30.46%)	267 (65.84%)	0.868 [■]

■ *Reliable scale*

Both the scales were very reliable. They indicated that, on average, 96.3% of the recruits gave the modules an above average to a “lot of value” rating and that only 30 out of 811 respondents viewed them as less valuable. The sheer number of responses in the above-average categories indicates that the knowledge, attitude and behavioural components of the modules must have been useful to them. This conclusion was confirmed by the focus groups.

Although the Assertiveness module fared slightly better than Conflict Management in the post-presentation evaluation, the focus group members mentioned that the latter was of more value in the long run. They ascribed this to the fact that the module changed their perspective with regard to resolving conflict, preparing them for police work and encouraging them to look at a potential conflict situation from different perspectives/angles. Although they indicated that they used the content of the Assertiveness module in their daily conduct, it would seem as though the more work relevant content of conflict management was more valuable.

9. THE RELEVANCE OF THE HUMAN RELATIONS COMPONENT

The post-test questionnaires also contained a section on the relevance of the modules. The reason for including Scale 6 was the fact that a module could have a large effect on recruits and be viewed as valuable, but if compared with other capacity-building and general training modules, not necessarily deemed a major priority. It was, therefore, necessary to ascertain whether or not the two modules were relevant to the professional and personal lives of the recruits. This measurement also formed part of the triangulation process.

The data generated by the scales, as well as their CA, are contained in Table 11.

TABLE 11: THE RELEVANCE OF THE HUMAN RELATIONS COMPONENT: SCALE 6

MODULE	n	CHOICES AND RESPONSES				α
		<i>No or little relevance</i>	<i>Below average relevance</i>	<i>Above average relevance</i>	<i>High relevance</i>	
Conflict Management	405	2 (0.49%)	4 (0.99%)	112 (27.65%)	287 (70.86%)	0.936
Assertiveness	406	1 (0.25%)	3 (0.74%)	108 (26.60%)	294 (72.41%)	0.955
<i>Average</i>	405.5	1.5 (0.37%)	3.5 (0.86%)	110 (27.13%)	290.5 (71.64%)	0.945

The content of Table 11 indicates that the two modules' relevancy rating was even higher than that of their value (see Table 10). Only 10 out of 810 respondents saw it as below average, while the combined above average ratings reached the 98.77% mark.

The questions in the scale covered two primary issues. It was the degree to which the module would improve their job performance and the extent to which they would be able to utilise the (new) knowledge, attitudes and skills in their daily lives (see Appendix 1 & 2). From the analysis of the data generated by the questions, it would seem as though the recruits saw conflict management more as a work-related tool and assertiveness more as a personal empowerment mechanism. This tendency was affirmed by the focus groups. The members indicated that the Conflict Management module prepared them for police work, whereas Assertiveness impacted on the judgements they make with regard to the conduct of other people.

10. THE INFLUENCE OF THE QUALITY OF THE PRESENTATIONS

Apart from the measurement of the direct effect of the module, it was also necessary to determine the influence that the quality of the presentation had on its impact. In this regard, it was assumed that possible differences in quality could have been caused by the fact that it was presented under varying circumstances at different training institutions by various social workers. A poorly presented module would necessarily have a negative impact on goal attainment.

The presentation evaluation questionnaire consisted of five sections, the first four of which representing a different subscale (see Table 5) each. Subscales 7.1 and 7.2 were used to assess the presenters and focused both on their expertise and presentation skills. These factors are, according to Rooth (2000:89), essential for an effective presentation. Subscale 7.3 dealt with the quality of the learning process and Subscale 6.4 with the context in which the presentation took place. Additional questions were added to the questionnaires and covered issues such as the length of the programme, the pace of the presentation and the balance between the communication of facts and group involvement (see Appendix 15).

The vast majority of the respondents (85.37%) regarded the presenters as very good/excellent with only 2.06% giving them a below-average rating (see Appendix 15). Their presentations skills were rated even higher with 88.31% of the responses falling in the very good/excellent category. An average of less than 1% of the recruits gave the learning process a below-average rating. The presentation context did, however, not fair as well as the other elements. Although an average of 74.91% of the recruits gave it a “very good” rating, a total of 3.54% saw it as either “average”, “bad” or “very bad” (see Appendix 15). This could be attributed to the fact that some of the training institutions experienced logistical problems that impacted negatively on their recruits’ training.

The above results indicate that the presenters were regarded as highly skilled people who were able to contribute to the successful presentation of the Self-Management Programme and its modules. There were no indications that the four issues that were covered had any significant negative impact on the outcomes of the modules.

Some general features of the modules and their presentation were also covered in the questionnaire. The results are summarised in Table 12.

TABLE 12: THE RECRUITS’ EVALUATION OF THE GENERAL ELEMENTS OF THE PRESENTATION

QUESTION	n	1.	2.	3.	4.	5.
6. How will you rate the length of the module?	339	<i>It was much too long</i>	<i>It was a little too long</i>	<i>The length was just right</i>	<i>It was a little too short</i>	<i>It was much too short</i>
		14 (4.13%)	22 (6.49)	230 (67.89)	40 (11.8%)	33 (9.73%)
7. How will you rate the pace at which the module was presented?	339	<i>The pace was much too slow</i>	<i>The pace was a little too slow</i>	<i>The pace was just right</i>	<i>The pace was a little too fast</i>	<i>The pace was much too fast</i>
		0 (0%)	2 (0.59%)	290 (85.55%)	32 (9.44%)	15 (4.42%)
8. How will you rate the balance between the presentation and group involvement?	339	<i>Much too much time was spent on the presentation</i>	<i>A little too much time was spent on the presentation</i>	<i>The balance was just right</i>	<i>A little too much time was spent on group involvement</i>	<i>Much too much time was spent on group involvement</i>
		0 (0%)	3 (0.88%)	285 (84.07%)	15 (4.42%)	36 (10.62%)

The pace and the balance between presentations and group involvement received excellent ratings. The length of the modules, however, produced more of a mixed response with 21.53% of the respondents viewing it as too short and 10.63% as too long. This spread can be attributed to differences in the time that it takes different individuals to master a set piece of work and is, as such, unavoidable.

If taken as a whole, it can be concluded that the length, pace and balance between presentations and group involvement suited the vast majority of the recruits. These three features, therefore, contributed positively to goal attainment.

11. THE PRESENTERS' EVALUATION OF THE HUMAN RELATIONS COMPONENT

The presenter's evaluation questionnaire, which was similar to the presentation evaluation questionnaire that was completed by recruits, enabled presenters to evaluate their own expertise and presentation skills, as well as the learning process and the learning context, the relevance of the modules and some of the modules' general features. Eleven that presented the two modules completed the questionnaire.

An average of 7.2 (65.45%) of the presenters thought they were highly competent to present the modules, 8.5 (77.27%) viewed their presentations skills as excellent and 7.2 (65.45%) assessed the learning process as being very good/excellent (see Appendix 16). None gave these three elements a below-average mark. A breakdown of the responses to individual questions indicated that the presenters thought that:

- they were knowledgeable on the content of the modules and able to explain difficult/abstract concepts
- their enthusiasm contributed to keeping the recruits interested in the contents of the modules
- they could elicit sufficient participant involvement, effectively utilise prescribed teaching media and that the recruits could clearly hear what the presenter was saying
- they gave a clear overview of the content and objectives of the modules, ensured that the recruits understood the content before continuing and that they were able to communicate on the level that recruits could understand (see Appendix 16).

The presenters' self-evaluation was in line with that of the recruits (see paragraph 10). They similarly also gave the presentation context a lower rating with 27.3% (3 respondents) viewing it as average or below average. This was attributed to unavailable or faulty teaching media and classrooms that had insufficient ventilation.

The presenters were also given the opportunity to evaluate the relevance of the modules. The results are summarised in Table 13.

TABLE 13: THE PRESENTERS' EVALUATION OF THE RELEVANCE OF THE MODULES

QUESTIONS	CHOICES AND RESPONSES			
	1. <i>Strongly disagree</i>	2. <i>Disagree</i>	3. <i>Agree</i>	4. <i>Strongly agree</i>
21. The module stimulated the recruit's creative thinking	0 (0%)	0 (0%)	5 (45.5%)	6 (54.5%)
22. The recruits will be able to apply the new knowledge and insight that they have gained in their jobs	0 (0%)	0 (0%)	4 (36.4%)	7 (63.6%)
23. I feel that the module will help participants do their jobs better	0 (0%)	0 (0%)	5 (45.5%)	6 (54.5%)

24. The recruits will be able to apply the new knowledge and insight that they have gained in their daily lives.	0 (0%)	0 (0%)	5 (45.5%)	6 (54.5%)
25. I feel that the module will help recruits to cope better with the challenges of life.	0 (0%)	0 (0%)	5 (45.5%)	6 (54.5%)
<i>Average</i>	0 (0%)	0 (0%)	4.8 (43.6%)	6.2 (56.4%)

All the presenters either agreed or strongly agreed with positive statements regarding the modules' relevance. They, therefore, confirmed that the recruits will be able to apply the new knowledge and insight they have gained in their job situation and private lives, that it will enable them to do their jobs better and to cope better with life's challenges. However, their evaluations tended to be much lower than that of the recruits (see Table 11). This would indicate that the presenters underestimated the relevance that the modules had for the recruits.

The presenters also had the opportunity to evaluate the general features of the modules and their presentation. The results are contained in Table 14.

TABLE 14: THE PRESENTERS' EVALUATION OF THE GENERAL ELEMENTS OF THE PRESENTATION

QUESTION	n	1.	2.	3.	4.	5.
6. How will you rate the length of the module?	11	<i>It was much too long</i>	<i>It was a little too long</i>	<i>The length was just right</i>	<i>It was a little too short</i>	<i>It was much too short</i>
		1 (9.1%)	1 (9.1%)	5 (45.5%)	3 (27.3%)	1 (9.1%)
7. How will you rate the pace at which you had to present the module?	10	<i>The pace was much too slow</i>	<i>The pace was a little too slow</i>	<i>The pace was just right</i>	<i>The pace was a little too fast</i>	<i>The pace was much too fast</i>
		0 (0%)	1 (10%)	5 (50%)	3 (30%)	1 (10%)
8. How will you rate the balance between the presentation and group involvement?	11	<i>Much too much time was spent on the presentation</i>	<i>A little too much time was spent on the presentation</i>	<i>The balance was just right</i>	<i>A little too much time was spent on group involvement</i>	<i>Much too much time was spent on group involvement</i>
		0 (0%)	3 (27.3%)	8 (72.7%)	0 (0%)	0 (0%)

Only the presenters' evaluation of the pace of the presentations differed markedly from that of the recruits because four (40%) as opposed to 13.9% of the recruits felt that the pace was either a little or much too fast (see Table 12). This difference can be attributed to one or a combination of two factors. The first is that the presenters underestimated the recruits' ability to cope with the pace at which the modules had to be covered. Secondly, the research questionnaires took some additional time to complete and placed pressure on the presenters to cover the modules' content in a shorter time than was originally allocated. Within the context of the whole programme presentation, these factors should not be seen as very negative.

The presenters were also given the opportunity to evaluate each of the modules separately (see Appendix 14). The results for Conflict Management and Assertiveness will be discussed separately.

► **Module 4: Conflict Management**

In order to ascertain whether the Conflict Management module achieved its objectives, the presenters were asked to rate its overall value and relevance. The responses to the questions are contained in Table 15.

TABLE 15: THE PRESENTERS' EVALUATION OF THE VALUE AND RELEVANCE OF THE CONFLICT MANAGEMENT MODULE

How would you rate the <i>overall value</i> of the Conflict Management module	n	1. <i>It had little or no value</i>	2. <i>It had below average value</i>	3. <i>It had above average value</i>	4. <i>It had a lot value</i>
	10	0 (0%)	0 (0%)	4 (40%)	6 (60%)
If all factors are taken into account, the Conflict Management module will be relevant to the recruit's future job and personal life	n	1. <i>Strongly disagree</i>	2. <i>Disagree</i>	3. <i>Agree</i>	4. <i>Strongly agree</i>
	10	0 (0%)	0 (0%)	4 (40%)	6 (60%)

Of the 10 responses to the value related question, four (40%) of the presenters thought it had above average value and six (60%) that it had a lot of value. The same profile was also produced by the relevancy question. These responses generally correlated with those of the recruits (see Tables 10 and 11), but tended to be lower. This could be interpreted as another sign that the presenters underestimated the effect of the modules they had to present.

The presenters also had the opportunity to provide written recommendations on how the module and its presentation could be improved. A content analysis brought the following guidelines and ideas to the fore:

- The **content** of the Conflict Management module should include a variety of experiential learning activities with specific reference to the five main conflict management styles/strategies. These activities will ensure that recruits familiarize themselves with the effect of the strategies
- The **presentation** of the module would improve if more and better transparencies on the guidelines for managing conflict, reasons for conflict, the five main strategies in conflict management and the advantages/disadvantages of each strategy were available.

► **Module 5: Assertiveness**

The presenters' responses to the Assertiveness module's value and relevance related question are summarised in Table 16.

TABLE 16: THE PRESENTERS' EVALUATION OF THE VALUE AND RELEVANCE OF THE ASSERTIVENESS MODULE

	n	<i>1. It had little or no value</i>	<i>2. It had below average value</i>	<i>3. It had above average value</i>	<i>4. It had a lot value</i>
How would you rate the <i>overall value</i> of the Assertiveness module	11	0 (0%)	0 (0%)	5 (45.45%)	6 (54.54%)
	n	<i>1. Strongly disagree</i>	<i>2. Disagree</i>	<i>3. Agree</i>	<i>4. Strongly agree</i>
If all is taken into account, the Assertiveness module will be relevant to the recruit's future job and personal life	11	0 (0%)	0 (0%)	5 (45.45%)	6 (54.54%)

The evaluation of the Assertiveness module produced virtually the same results as that of Conflict Management as it indicated that the presenters had a tendency to underestimate the value and relevancy it had for the recruits.

The presenters' written recommendations provided the following guidelines and ideas:

- The impact of the module will improve if additional reading material is made available to the recruits to read after hours.
- Recruits found it difficult to express themselves assertively in a training environment where they had to adhere to certain rules and regulations, especially in terms of ranks and the protocol involved. Being assertive in such an environment could be interpreted as challenging of authority. Presenters must, therefore, ensure that the recruits know exactly when it would be proper and improper to use their newly acquired assertiveness skills.
- The presenters were satisfied with the presentation of the Assertiveness module and validated the effectiveness of the information, role-plays and explanations in their comments.

12. GENERAL RECOMMENDATIONS MADE BY THE PRESENTERS

The presenters were also encouraged to make written recommendations on how the overall Self-Management Programme could be improved. The resultant recommendations focused mainly on required improvements to the training environment. It included that the Basic Training Provision Institutions (BTPI's) and its personnel should respect the time that is allocated specifically to the presentation of the Self-Management Programme and that they should prepare well in advance to provide the correct learning material, training aids and equipment. These suggestions are indicative of the management and logistical problems that existed at the time mainly caused by the rapid expansion of the SAPS's training effort.

13. FINDINGS AND IMPLICATIONS

In the discussion of the research findings and their implications, only the most prominent issues will be dealt with. These will include the research design and procedure, as well as the results that were achieved with the different measurement instruments.

The categorisation of the content of the Self-Management Programme according to Brooks's taxonomy of life skills made an invaluable contribution to the conceptualisation of the research. It not only provided a conceptual framework that was lacking in the original design of the programme but also made it possible to cluster individual modules according to set criteria. This made it possible to cluster the Conflict Management and Assertiveness modules under the human relations component of life skills.

It was found that both the modules had a sound theoretical base and that the design of their presentations adhered to the principles of experiential and adult learning. In theory they should, therefore, be able to affect recipients in a meaningful way.

The extent to which they exceeded to achieve their goals in practice was tested with the help of a classical experimental research design. This enabled the use of inferential statistics in the measurement the modules' short-term effect. In order to determine the long-term effect of the modules, focus groups were utilised. From an analysis of the data that was generated by this two-fold process, it is possible to come to the following four main findings:

- It was found that all but one of the scales that were developed for the research was reliable and able to measure change. Deficiencies in the attitude scale for the Conflict Management module were compensated for by the use of triangulation
- By means of direct measurement and through the use of triangulation it was evident that both modules had a practical significant short-term effect on the recruits' knowledge, attitudes and behaviour
- The focus group discussions showed that the most of the changes that were brought about by the modules were still in effect more than seven months after the completion of the Self-Management Programme. It can, therefore, be concluded that the intervention had a lasting effect on its recipients
- An analysis of the data indicated that the modules were not only a work-related empowerment tool. It also enriched the recruits' personal lives.

14. RECOMMENDATIONS REGARDING THE IMPROVEMENT OF THE HUMAN RELATION MODULES

In spite of their success, the content and presentation of the modules were not without their shortcomings. The research results were, therefore, also used as a basis to formulate the following guidelines for their improvement:

- The feedback by both the presenters and recruits indicated that assertiveness, which is a more difficult concept to comprehend, should be made more simple and practical. Practising the acquired assertiveness skill by means of experiential learning methods should receive more attention during the workshop. More attention should also be given to the selective use of assertive behaviour

- Very little needs to change in the Conflict Management module. Attempts could, however, be made to improve the number and quantity of transparencies that cover selected issues
- Because of the expansion of the knowledge on which the modules are based, they need to be updated continually
- The Basic Training Learning Programme of the SAPS is updated annually. This implies that the Self-Management Programme of which Conflict Management and Assertiveness modules form an integral part, will have to be aligned with new developments on an annual basis. Some of the content and findings of the research project on which this article is based, can guide this process.

15. CONCLUDING REMARKS

The research has shown that the Conflict Management and Assertiveness modules are effective, relevant and contribute significantly to positive work-related and personal functioning of SAPS recruits. This, firstly, implies that they should stay an integral part of the Self-Management Programme and that at least these two modules contribute significantly to the SAPS Basic Training Learning Programme's desired outcomes. Secondly, the success and assigned value of the modules imply that they could also be used in the broader field of occupational social work in South Africa and even abroad. Empowering personnel with conflict management and assertiveness skills will not only benefit each employee, but the employer as well.

REFERENCES

- ACADEMIC SERVICES. 2000. *Teaching feedback questionnaires*. Potchefstroom: Potchefstroom University for CHE.
- AKADE, A. 2001. Risky business: South African youths and HIV/AIDS prevention. *Education Studies*, 27(3):237-256.
- ASK AFRICA. 1997. *South African Police Service: Social Work Services needs assessment: research report*. Pretoria: SAPS.
- BABBIE, E. 2001. *The practice of social research*. 9th ed. Belmont, Calif.: Wadsworth/Thompson Learning.
- BERGER, E.I., RATCHFORD, B.T. & HAINES, G.H. 1994. Subjective product knowledge as a moderator? Relationship between attitudes and purchase intentions for a durable product. *Journal for Ecometric Psychology*. 15(2):301-314, June.
- BROOKS, D.K.J. 1984. *A life-skills taxonomy: defining elements of effective functioning through the use of the Delphi technique*. Ann Arbor: UMI Dissertation Services.
- BRYMAN, A. 2003. *Triangulation*. [Web:] <http://www.referenceworld.com/sage/socialscience/triangulation.pdf> [Date accessed: 13 September 2003].

- CLOKE, K. & GOLDSMITH, J. 2000. *Resolving conflicts at work*. San Francisco: Jossey-Bass Publishers.
- COHEN, J. 1969. *Statistical power analysis for the behavioral sciences*. New York, N.Y.: Academic Press.
- COHEN, J. 1988. *Statistical power analysis for the behavioral sciences*. 2nd ed. Hillside, NJ: Erlbaum.
- CRESWELL, J.W. 2003. *Research design: qualitative, quantitative, and mixed methods approaches*. 2nd Edition. Thousand Oaks: Sage Publications.
- DARDEN, C.A., GAZDA, C.M. & GINTER, E.J. 1996. Life-skills and mental health counselling. *Journal of Mental Health Counselling*, 18(2):134-141, April. [In EBSCOHost: Academic Search Elite, Full display: [Web:] <http://www-sa.ebsco.com> [Date accessed: 3 May 2004].
- DAVIDOVE, E.A. & SCHROEDER, P.A. 1992. Demonstrating ROI of training. *Training & development*, 46(8):70-71, August.
- DONATI, S., HAMAN, R. & MEDDA, E. 2000. Family planning KAP survey in Gaza. *Social Science & Medicine*, 50(6):841-849, March.
- ELKIND, P.D. 1993. Correspondence between knowledge, attitudes, and behaviour in farm health and safety practice. *Journal of Safety Research*, 24(3):171-179, Autumn.
- ELMES, D.G., KANTOWITZ, B.H. & ROEDIGER, H.L. 2003. *Research methods in psychology*. Belmont (CA): Thompson/Wadsworth.
- FOUCHE, C.B. & DE VOS, A.S. 2002. Quantitative research designs. (In De Vos, A.S., ed. *Research at grass roots: for the social sciences and human service professions*. Pretoria: Van Schaik).
- GOLWASSER, D. 2001. Beyond ROI. *Training*, 38(1):82-88, January.
- GRAVETTER, F.J. & FORZANO, L.B. 2003. *Research methods for the behavioural sciences*. Belmont (CA): Thompson/Wadsworth.
- GREEFF, M. 2002. Information collection: interviewing. (In De Vos, A.S., ed. *Research at grass roots: for the social sciences and human service professions*. Pretoria: Van Schaik).
- HILTON, A. 2002. Should qualitative and quantitative studies be triangulated? *International Society of Nurses*. [Web:] <http://www.isncc.org/news/triangle.htm> [Date accessed: 15 September 2003]
- JACKSON, S.L. 2003. *Research methods and statistics: a critical thinking approach*. Belmont (CA): Thompson/Wadsworth.
- KIRKPATRICK, D. 1998. *Evaluating training programs: the four levels*. San Francisco: Barret-Koehler Publishers.

- MARK, R. 1996. *Research made simple: a handbook for social workers*. London: Sage Publications.
- McCANN, T.V. & SHARKEY, R.J. 1998. Educational intervention with international nurses and changes in knowledge, attitudes and willingness to provide care to patients with HIV/AIDS. *Journal of Advance Nursing*, 27:267-273.
- MEYER, M., OPPERMAN, C. & DYRBYE, C. 2003. *Measuring ROI in training*. Randburg: Knowres Publishing.
- MITCHELL, C.M. & KAUFMAN, C.E. 2002. Structure of knowledge, attitudes, and behaviour among American Indian young adults. *AIDS Education and Prevention*, 14:401-408.
- MOONEN, J. 2003. Simplified return-on-investment. *Interactive learning environments*, 11(2):147-165.
- PATTON, M.Q. 2002. *Qualitative research & evaluation methods*. London: Sage Publications.
- PSWS see SOUTH AFRICA (Rep.), POLICE SOCIAL WORK SERVICES.
- ROOTH, E. 2000. *An investigation of the enhanced relationship between participants in lifeskills courses and the environment*. Pretoria: Human Sciences Research Council.
- SARANTAKOS, S. 1998. *Social Research*. South Yarra (Australia): MacMillan.
- SAS INSTITUTE INC., 1999. *The SAS System for Windows Release 8.02 TS Level 02M0 Copyright © 1999-2001 by SAS Institute Inc., Cary, N.C.: USA*.
- SOUTH AFRICA (Rep.), POLICE SOCIAL WORK SERVICES. 2001. *Annual Report, 1 April 1999 - 31 March 2001*. Pretoria: SAPS.
- SOUTH AFRICA (Rep.), POLICE SOCIAL WORK SERVICES. 2004. *Life skills*. Pretoria: SAPS.
- SPATZ, C. 2001. *Basic statistics: tales of distributions*. Belmont (CA): Wadsworth/Thompson Learning.
- STEYN, H.S. 1999. *Praktiese beduidenheid: die gebruik van effekgroottes*. (Wetenskaplike Bydraes, Reeks Natuurwetenskappe nr. 117. Potchefstroom: Publikasiebeheer Komitee, PU vir CHO).
- STEYN, H.S. 2000. Practical significance of the difference means. *Journal of Industrial Psychology*, 26(3):1-3.
- STRYDOM, H. & DE VOS, A.S. 1998. Sampling and sampling methods. (In De Vos, A.S., ed. *Research at grass roots: a primer for the caring professions*. Pretoria: Van Schaik).
- STRYDOM, H. & VENTER, L. 2002. Sampling and sampling methods. (In De Vos, A.S., ed. *Research at grass roots: for the social sciences and human service professions*. Pretoria: Van Schaik).
- STRYDOM, H. 1999. *Maatskaplikewerk-navorsing*. Potchefstroom: PU vir CHO. (Diktaat D134/99)

- STUTTERHEIM, E. & MORUANE, S. 2002. The repositioning of social work in the South African Police Service (Weyers, M.L., ed. *Repositioning social work within a changing environment: a collection of papers presented at the 2002 National Conference of the Joint University Committee for Social Work*. Potchefstroom: School for Psychosocial Behavioural Sciences, PU for CHE).
- STUTTERHEIM, E. & WEYERS, M.L. 2002. Strengths-focused intervention: the new approach of the Social Work Service of the South African Police Service (SAPS). *Social Work/Maatskaplike Werk*. 40(1):1-14.
- THOMPSON, N. 2002. *People Skills*. 2nd ed. New York: Palgrave MacMillan.
- WEINREICH, N.K. 1999. *Research in the social marketing process*. [Web:] <http://www.social-marketing.com/process.html> [Date accessed: 18 October 2001].
- WELMAN, J.C. & KRUGER, S. J. 2003. *Research Methodology*. 2nd ed. Cape Town: Oxford University Press Southern Africa.
- WILLIAMS, H.M. 2003. *An evaluation of the managing stress effectively personnel capacity building programme of the South African Police Service*. Potchefstroom: PU for CHE. (Dissertation-MA)
- WORKING PARTY ON DEVELOPMENT COOPERATION AND ENVIRONMENT. 1999. *Environment communication: applying communication tools towards sustainable development*. Paris: OECD Publications.
- WPDCE see Working Party on Development Cooperation and Environment.
- ZECHMEISTER, E.B. & POSAVEC, E.J. 2003. *Data analysis and interpretation in the behavioural sciences*. Belmont, Calif.: Thompson/Wadsworth.

ARTICLE 3

Williams, H M & Weyers, M L

AN EVALUATION OF THE HEALTH MAINTENANCE MODULES OF THE SOUTH AFRICAN POLICE SERVICE'S SELF-MANAGEMENT PROGRAMME

Ms H M Williams is a social worker at the South African Police Service and Prof M L Weyers is an associate professor at the School for Psychosocial Behavioural Sciences: Social Work Division, North-West University: Potchefstroom Campus

ABSTRACT

Background: *Primarily due to the success that was achieved by the development and implementation of a set of generic Personnel Capacity-Building Programmes by Police Social Work Services in the 1999-2003 era, the National Commissioner of the SAPS gave instruction in 2003 that this type of service should also be extended to recruits. The result was the development of the Self-Management Programme for SAPS recruits. In 2004, a comprehensive study into this programme's overall effect and return on investment was launched. The evaluation of the health maintenance component was one of the research projects within this study.*

Aim: *The primary aim of the project was to determine the short-term and long-term effect of the Stress Management and Substance Dependency modules on the knowledge, attitudes and behaviour of the SAPS recruits.*

Methods: *Use was made of an experimental design that was supplemented by a content analysis and focus group interviews. It involved an average of 364 experimental group respondents, 119 control group members, 20 presenters and 44 focus group members per module.*

Results: *The triangulation of the measurements that was produced by the various scales showed that both the modules had a practical significant short-term effect on the respondents' personal and professional lives. The focus group interviews indicated that this effect lasted for at least seven months after the initial presentations.*

1. INTRODUCTION

After the restructuring of the South African Police Service (SAPS) in 1996, Police Social Work Services (PSWS) had to align its intervention with the new focus and service delivery paradigm of the organisation, as well as the changing needs of its personnel. This led to the development and widespread presentation of various generic capacity-building programmes. A comprehensive study proved that these programmes had a practical significant effect on its recipients.

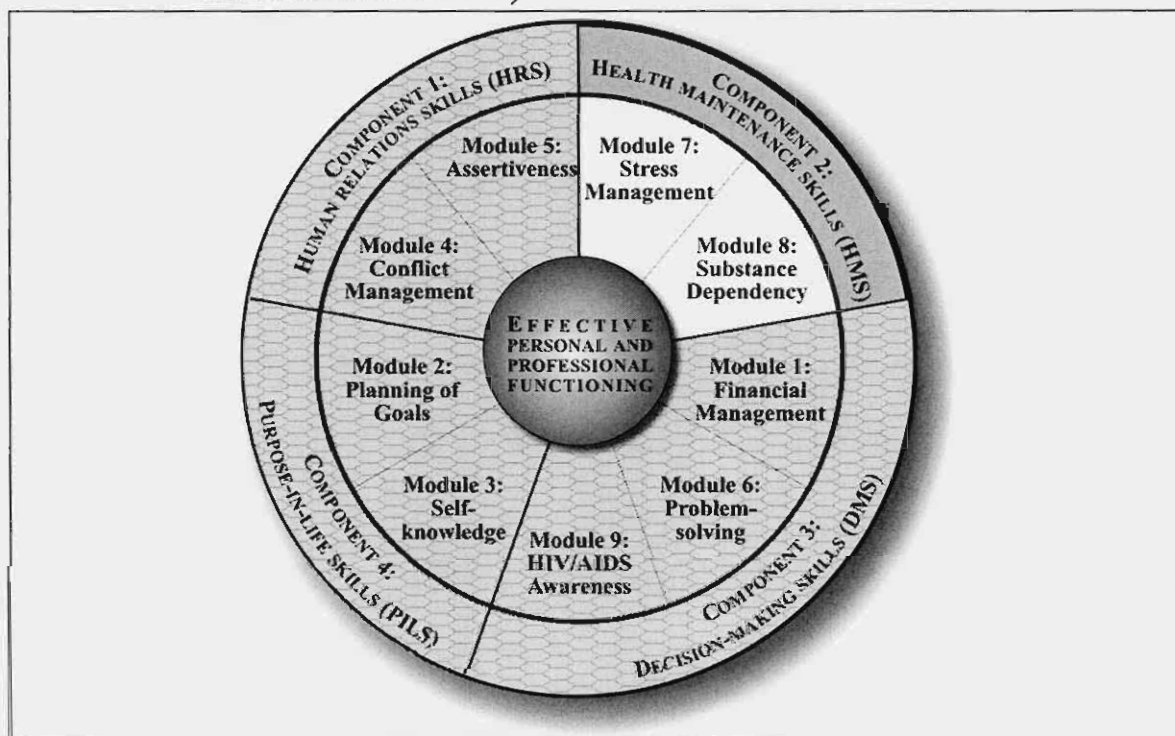
The success of the generic programmes contributed to a 2003 decision by the National Commissioner that this type of service should also be extended to recruits. The result was the development of the Self-Management Programme for SAPS recruits. In 2004, a comprehensive study into this programme's overall effect and return on investment was launched. The evaluation of the health maintenance component was one of the research projects within this study. The background, nature and the results achieved with the measurement of its impact will be covered in this article.

2. BACKGROUND AND DEVELOPMENT OF THE PROGRAMME

The Self-Management Programme forms part of new Basic Training Learning Programme (abbreviated as BTLP). Its overall purpose is to enable recruits to conduct themselves in a professional and responsible manner that is acceptable to the community and the organisation. It, furthermore, has to enable them to adhere to and practice sound human relations as well as render a professional customer service.

The working groups that developed the new Self-Management Programme used the original and well-proven Personnel Capacity-Building Programmes (PCaBP's) as a baseline. Their content, structure and presentation was then expanded and adapted to meet the specific needs and circumstances of recruits and to adhere to the requirements of the South African Qualification Authority's (SAQA) and that of the Basic Training Learning Programme. The result was a combination of nine separate but interlinked modules that would be presented over a continuous five-day period. The themes covered by these modules, as well as their categorisation in terms of using Brooks' taxonomy of life skills (Brooks, 1984:359-381; Darden *et al.*, 1996:3-5), are depicted in Diagram 1. This paper will only cover the Health Maintenance Component of the programme.

DIAGRAM 1: THE COMPOSITION OF THE SELF-MANAGEMENT PROGRAMME IN TERMS OF BROOKS'S TAXONOMY OF LIFE SKILLS (WITH A SPECIAL FOCUS ON THE HEALTH MAINTENANCE MODULES)



The Self-Management Programme was presented for the first time in July 2004 at all the Basic Training Provision Institutions (BTPI's) of the SAPS. This occasion was used for the piloting of the Basic Training Learning Programme as a whole, as well as that of the instruments that would be used to measure the effect of the Self-Management Programme. Minor adjustments had to be

made to the Self-Management Programme afterwards, specifically with regard to the experiential learning activities and an improved alignment to the recruits' frame of reference. The resultant structure of the final programme will be discussed next.

3. NATURE OF THE MODULES OF THE HEALTH MAINTENANCE COMPONENT

To put the content and function of the Self-Management Programme and its modules into perspective, it is first necessary to review the structure of the overall Basic Training Learning Programme. This is provided in Table 1.

TABLE 1: THE STRUCTURE AND CONTENT OF THE SAPS'S BASIC TRAINING LEARNING PROGRAMME

THEME	MODULES AND OUTCOMES	
Theme 1: Overview	Module 1: Overview of SAPS	
Theme 2: Professional conduct	Module 2.1: Framework of Policing Module 2.2: SAPS Culture	Module 2.3: Professional conduct, organised group activities (theory) Module 2.4: Professional conduct, organised group activities (practical)
Theme 3: Self-Management	<p>Module 3.1: Be Money Wise (Self-Management: Module 1) <i>On completion of the module the learner will be able to utilize acquired knowledge and skills to secure financial freedom</i></p> <p>Module 3.2: Life Skills (Self-Management: Modules 2-6) <i>On completion of the module the learner will be able to utilize acquired knowledge successfully regarding life skills enabling him/her to become a healthy, well-balanced person</i></p> <p>Module 3.3: Stress Management (Self-Management: Module 7) <i>On completion of the module the learner will be able to utilize acquired knowledge and skills to compile and execute a personal stress profile and skills to compile and execute a personal stress management programme</i></p>	<p>Module 3.4: Substance Dependency session (Self-Management: Module 8) <i>On completion of the module the learner will be able to identify alcoholism and other substances and understand how alcoholism and other dependencies impact on the individual and the organisation</i></p> <p>Module 3.5: HIV and AIDS Awareness Programme (Self-Management: Module 9) <i>On completion of the module the learner will be able to:</i></p> <ul style="list-style-type: none"> ▪ understand the nature and impact of HIV and AIDS ▪ understand the risks of HIV transmission and the importance of the use of condoms ▪ understand the abuse of substance as a risk factors for HIV/STI transmission ▪ understand HIV risk assessment and prevention strategies ▪ understand its personal commitment to reduce their own risk for HIV infection and other STI's
Theme 4: Communication	Module 4.1: Occupational communication Module 4.2: Oral communication	Module 4.3: Reading and viewing skills Module 4.4: Writing skills
Theme 5: Regulatory Framework of Policing	Module 5.1: Law and policing Module 5.2: SA Criminal Law (general principles) Module 5.3: Specific crimes	Module 5.4: Statutory law Module 5.5: Criminal procedures act
Theme 6: Information and Systems Management	Module 6.1: Computer literacy Module 6.2: Nervas Module 6.3: Introduction to Windows	Module 6.4: Introduction to Internet Explorer Module 6.5: Crime Administration System (CAS)
Theme 7: Community Service Centre	Module 7.1: Administer a centre Module 7.2: Custody management	Module 7.3: Drive an official vehicle Module 7.4: Receive and handle complaints (suspects, victims and witnesses)

Theme 8: Crime Investigation	Module 8.1: Practical docket administration Module 8.2: Investigative interviewing Module 8.3: Hints for investigations Module 8.4: Fingerprints Module 8.5: Crime scene management Module 8.6: Crime intelligence	Module 8.7: Accident scene attendance Module 8.8: Statements Module 8.9: Tracing techniques Module 8.10: Fire fighting and first aid Module 8.11: Giving evidence
Theme 9: Crime Prevention	Module 9.1: A mandate for democratic policing Module 9.2: Defining crime prevention	Module 9.3: Principles of policing Module 9.4: Crime prevention approaches and techniques
Theme 10: Fitness and Stress Survival	Module 10.1: Physical control of suspects Module 10.2: Use of a firearm Module 10.3: Use of force	Module 10.4: Crowd management Module 10.5: Pepper spray Module 10.6: Move tactically in pairs

Table 1 shows that the basic training of recruits covers a very wide range of theoretical and practical issues. Most, however, only focus on the functional dimension of police work such as the regulatory framework of policing and crime investigation. The main exception is the Self-Management Programme (Theme 3) and its focus on the student constable as an individual. It includes the enhancement of the individual's ability to cope with stress (Module 3.3/7) and substance dependency related issues (Module 3.4/8).

The specific goal of the Stress Management module is to enable the learner to utilize acquired knowledge and skills to compile and execute a personal stress management plan, while in the case of the Substance Dependency module, it is to empower with the ability to identify alcoholism and other substance dependencies, to understand how these impact on the individual as well as on the organisation. The themes that are covered and methods that are used to achieve these outcomes are contained in Table 2.

TABLE 2: THE THEMES AND PRESENTATION METHOD OF THE HEALTH MAINTENANCE MODULES: STRESS MANAGEMENT AND SUBSTANCE DEPENDENCY

SUBJECT	METHODS
Module 7: Stress Management	
• What is stress exactly	Illustration and demonstration
• What causes stress	Crossword puzzle
• The physiology of stress	Body drawing
• Compiling your stress profile	Checklists
• Trauma	Small group discussion
• Strategies for thriving on stress	Drafting a personal stress management plan
Module 8: Substance Dependency	
• Why talk about substance abuse and dependency	Group discussion
• The effect of alcohol use on the individual	Body drawing
• Phases of alcohol dependency	Case studies
• Treatment	Group discussion
• Stages of change	Group discussion
• Change agents	Question and answer session

The research procedure that was followed to ascertain whether the modules achieved their desired outcomes will be discussed next.

4. RESEARCH DESIGN AND PROCEDURE

The main study targeted all the recruits that underwent their Basic Training Learning Programme at the different SAPS Basic Training Provision Institutions (abbreviated as BTPI's) in January 2005. The following exposition will focus on the aim and objectives, design and procedure of that part of the study that dealt with the health maintenance modules.

4.1 AIM AND OBJECTIVES

The aim of the health maintenance research project was to determine the effect of the Stress Management and Substance Dependency modules on the knowledge, attitudes and behaviour of the SAPS recruits. In order to achieve this aim, four objectives were pursued. They were:

- to determine the extent to which these modules adhered to the requirements of effective personnel capacity-building interventions
- to measure both their short-term and long-term effect on the recruit's knowledge, attitudes and behaviour (KAB)
- to determine the programmes return on investment (ROI) for the SAPS
- to provide guidelines for the improvement of the contents and presentation of the modules and the Self-Management Programme as a whole.

4.2 RESEARCH DESIGN

A content analysis was firstly used to ascertain whether the content and presentation of the modules adhered to the requirements set out in applicable literature. In the second phase a randomised pre-test-post-test control group design (Fouche & De Vos, 2002:147) was used to measure the short-term effect of the modules. This was then followed by more qualitative and descriptive research in which focus groups were used to ascertain each of the modules' long-term effects.

4.3 PROCEDURE

The research procedure itself can be divided into five phases. These are a literature study, the pilot study, the main empirical study, the follow-up study and the completion of the research reports.

4.3.1 Phase 1: Literature study

The literature study covered a variety of issues. These included the nature of stress and stress management, substance dependency in manifestations, social work service delivery and especially the use of structured social work intervention in an occupation setting, adult education and the utilisation of effect measurement and its associated statistical analyses. In this process a range of different sources was utilised. It included SAPS documentation, books and journals of both South African and international origin, peer-reviewed articles on the Internet and various research reports from fields as diverse as human resource management, community policing, education, sociology and industrial psychology.

The literature study made it possible to ascertain whether the modules' content and presentation was up to standard, to design the measurement instruments and discussion frameworks that would be used in the empirical research and to analyse the data that was produced.

4.3.2 Phase 2: The pilot study (design and testing of measurement instruments)

The pilot study phase started with the design of concept measuring instruments and their presentation to a panel of experts. This panel consisted of two police social workers, three social work lecturers and one psychology lecturer (see Appendix 17). The focus group technique was used by the panel to ascertain whether the instruments' questions and scales could be viewed as reliable, valid and relevant (Greeff, 2002:306). Their recommendations were then utilised to finalise the questionnaires for the next step in the process.

The main pilot study took place in July 2004. In it, four platoons were randomly selected from three Basic Training Provision Institutions who were presenting the Self-Management Programme at the time. There were two from Phillipi (Western Cape), one from Graaff-Reinet (Eastern Cape) and one from Chatsworth (Kwazulu-Natal). A total of 130 recruits completed the pre-test and post-test questionnaires and the data that was generated was subjected to a full statistical analysis. The results were then used to improve the reliability and validity of the instruments and to prepare them for the main empirical study.

Because the presentation evaluation questionnaire that was used in the previous *Evaluation of Personnel Capacity-building Programmes 1* (abbreviated as EPCaP1) study had proven to be very reliable and effective (Williams, 2003:95), it was decided to use it also in this study. Only minor content and structural changes had to be made to suit the specific nature of the Self-Management Programme. The instrument consisted of 23 items and focused on the recruits' evaluation of the presenters' capabilities and presentation skills, the learning process and the presentation context, as well as each module's value and relevance.

A self-assessment questionnaire was developed for presenters. It was based on the presentation evaluation questionnaire and covered the same issues. It, however, had an additional section in which presenters could make written recommendations for improvements to the content and presentation of the modules.

4.3.3 Phase 3: Main study - measurement of the short-term and long-term effect of the health maintenance modules

The results of the pilot study were analysed and the questionnaires finally adjusted in time for the main empirical study that took place from 24 to 28 January 2005. It involved 18 platoons that were selected on a stratified random basis (see paragraph 4.4).

Focus group sessions were held on the 3rd and 17th of August 2005 with recruits in order to ascertain the long-term effects of the Self-Management Programme. These groups consisted of a total of 44 recruits who had undergone their basic training during January of the same year. The data collected during these sessions were transcribed, analysed and interpreted (see Appendix 7 & 8).

The results of the third and fourth phases were also used in the calculation of the Self-Management Programme's return on investment (see Article 4).

4.3.4 Phase 4: Calculation of the modules' return on investment (ROI) coefficient

The results of the main study, as well as an analysis of the costs involved in the presentation of the programme, were then used to determine its return on investment for the SAPS.

4.3.5 Phase 5: Completion of the research reports

The articles and research report were compiled once all the data had been interpreted. These reports include guidelines for the improvement of the health maintenance and human relations components of the Self-Management Programme.

4.4 THE RESEARCH GROUP

The participants in the health maintenance research project can be divided into four categories. They are the members of the experimental groups, the members of control groups, the 15 presenters of the modules and the 44 participants in the focus groups. The average number of recruits per module was 483 (see Table 3). This is slightly more than 11% (of a population of 4249) of the total January 2005 intake (see Appendix 19) and is in line with the sample size of 10% to 12% recommended by Stoker (in Strydom & De Vos, 1998:102).

In the selection process, Basic Training Provision Institutions (BTPI's) was first stratified according to geographical areas. This was used as a basis to randomly select (cf. Strydom & Venter, 2002:202; Welman & Kruger, 2003:53-54) four platoons from the more northerly Pretoria BTPI, four from the southerly Oudtshoorn BTPI and four from the easterly Bisho BTPI as the experimental groups. The control groups were randomly selected from the Phillipi (2 platoons), Graaff-Reinet (1 platoon) and Chatsworth (1 platoon) BTPI's (see Table 3). Geographical area was used as a criterion to ensure that the respondents' demographic characteristics (e.g. language and cultural backgrounds) would match each other as closely as practically possible.

TABLE 3: THE PROFILE OF THE EXPERIMENTAL AND CONTROL GROUPS IN TERMS OF SAPS BASIC TRAINING PROVISION INSTITUTIONS (*THE HEALTH MAINTENANCE STUDY ONLY*)

BTPI	OUTD SHOORN	PRETORIA	BISHO	GRAAFF-REINET	CHATSWORTH	PHILLIPI	TOTAL
MODULE 7: STRESS MANAGEMENT							
Total SAPS recruits	374 (8.80%)	1978 (46.55%)	783 (18.42%)	347 (8.16%)	143 (3.36%)	455 (10.70%)	4249
Experimental groups	106 (30.45%)	104 (29.88%)	138 (39.65%)				348 (100%)
Control group				30 (24.79%)	34 (28.09%)	57 (47.10%)	121 (100%)

MODULE 8: SUBSTANCE DEPENDENCY							
Total SAPS recruits	374 (8.80%)	1978 (46.55%)	783 (18.42%)	347 (8.16%)	143 (3.36%)	455 (10.70%)	4249
Experimental groups	104 (27.44%)	138 (36.41%)	137 (36.15%)				379 (100%)
Control group				29 (24.57%)	35 (29.66%)	54 (45.76%)	118 (100%)

The selection process produced both experimental and control groups whose race and gender profiles were generally in line with that of the total recruit population of January 2005 (see Table 4). Only the number of black females in the control groups fell slightly outside the 10% level of representivity.

Two focus groups of between 10 and 12 members each were mobilised per module. They were selected on an availability basis from recruits in the Southern Cape and in Gauteng. Their overall race and gender profile is also contained in Table 4.

TABLE 4: THE PROFILE OF THE EXPERIMENTAL AND CONTROL GROUPS IN TERMS OF RACE AND GENDER (THE HEALTH MAINTENANCE STUDY ONLY)

GROUPS	BLACK MALE	BLACK FEMALE	COLOURED MALE	COLOURED FEMALE	WHITE MALE	WHITE FEMALE	ASIAN MALE	ASIAN FEMALE	TOTAL (n) ¹
MODULE 7: STRESS MANAGEMENT									
Total SAPS recruits	2833 (66.67%)	910 (21.41%)	310 (7.29%)	113 (2.65%)	43 (1.01%)	20 (0.47%)	19 (0.44%)	1 (0.02%)	4249 (100%)
Experimental Group	202 (58.38%)	80 (23.12%)	37 (10.69%)	16 (4.624%)	6 (1.73%)	2 (0.57)	3 (0.86%)	0 (0%)	346 (100%)
Control Group	80 (65.04%)	14 (11.38%)	13 (10.56%)	11 (8.94%)	2 (1.62%)	3 (2.43%)	0 (0%)	0 (0%)	123 (100%)
Focus group	12 (54.54%)	6 (27.27%)	3 (13.63%)	1 (4.54%)	-	-	-	-	22 (100%)
MODULE 8: SUBSTANCE DEPENDENCY									
Total SAPS recruits	2833 (66.67%)	910 (21.41%)	310 (7.29%)	113 (2.65%)	43 (1.01%)	20 (0.47%)	19 (0.44%)	1 (0.02%)	4249 (100%)
Experimental Group	240 (62.82%)	79 (20.68%)	37 (9.68%)	16 (4.18%)	5 (1.30%)	2 (0.52%)	2 (0.52%)	1 (0.26%)	382 (100%)
Control Group	77 (64.16%)	13 (10.83%)	12 (10%)	11 (9.16%)	2 (1.66%)	2 (1.66%)	3 (2.50%)	0 (0%)	120 (100%)
Focus group	12 (54.54%)	6 (27.27%)	3 (13.63%)	1 (4.54%)	-	-	-	-	22 (100%)

¹ Totals (n) may vary due to the number of respondents that completed the items on the questionnaire.

Although the profile of the focus groups was generally in line with that of the population, there were some notable deviations. These include the lack of representation of the White and Asian population groups. This was caused by the relatively small number of recruits from these groups in the population, the use of availability sampling and that only recruits from two regions could be selected. Because of the qualitative nature of this part of the study, these deviations should not have had a marked impact on the final results.

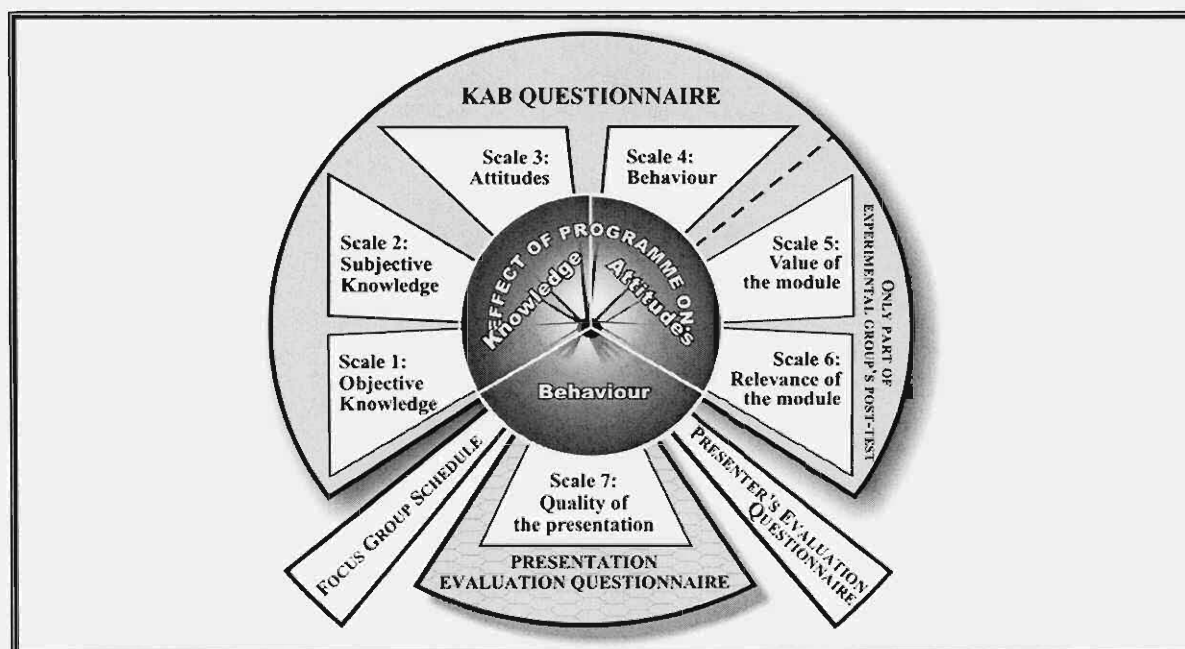
4.5 DATA COLLECTION INSTRUMENTS

Because the modules of the health maintenance component were specially developed to meet the needs and circumstances of SAPS recruits, it was impossible to utilize standardised questionnaires/measurement instruments in the research. Entirely new measurement instruments had to be developed and standardised. The resultant scales and subscales generally had good reliability coefficients and were able to measure change effectively (see Tables 8-12). Triangulation was used to overcome minor deficiencies in the measurement instruments and to enrich the data.

Hilton (2002) defines triangulation as “ the combination of two or more theories, data sources, methods or investigators in one study of a single phenomenon to converge on a single construct”. The study especially utilised the so-called “intra-method” (Sarantakos, 1998:186) or “within method” (Bryman, 2003) of triangulation. This entails the use of multiple instruments to measure the same phenomenon. In this case, it focused on *the effect* of the modules (cf. Mark, 1996:220). It also enabled the researcher to test the constancy of the measurements (cf. Patton, 2002: 248).

The measurements produced by especially seven scales were triangulated. These were the ‘objective knowledge’, ‘subjective knowledge’, attitude, behaviour, value, relevance and ‘quality of the presentation’ scales. Where applicable, the data generated by the ‘Presenter’s Evaluation Questionnaire’ and the ‘Focus Group Schedule’ were also triangulated with the rest. The components and focus of the triangulation process is depicted in Diagram 2.

DIAGRAM 2: THE COMPONENTS AND FOCUS OF THE TRIANGULATION PROCESS



The nature and content of the instruments that were used in the study will be discussed in more detail next.

4.5.1 The KAB questionnaires

The scales that focused on changes in recruits' knowledge, attitude and behaviour (KAB) should be viewed as the primary measurements (see Appendixes 11 & 12). They are based on the premise that human functioning can be divided into three dimensions viz. the cognitive (thinking), the affective (feeling) and conative (behaviour/doing) (Thompson, 2002:xvii). Various studies have shown that these dimensions are interrelated, but not necessarily linearly dependent. For example, a change in one dimension does not necessarily bring about a change in another dimension (e.g. an increase in attitude does not necessarily mean there will be a change in behaviour), or that successful change in one dimension (e.g. attitudes) is not necessarily a prerequisite for change in another (e.g. behaviour) (Akade, 2001:248-251; Elkind, 1993:17; McCann & Sharkey, 1998:268-269). This phenomenon made it possible to develop independent scales to measure the changes that the modules brought about in each of these dimensions. Two scales were used to measure the knowledge dimension. The first dealt with so-called 'objective' knowledge and basically entailed a knowledge quiz. It would enable the researcher to measure the increase (if any) in a respondent's factual knowledge of the subject matter that was covered in a module. The second dealt with the extent to which the respondents felt that they had been empowered by new knowledge. Hence its depiction as 'subjective' in nature. These four scales were contained in the first section of the KAB questionnaires and administered before and after the presentation of modules to the experimental group and simultaneously also to the members of the control group.

A second section was added to the post-test questionnaire that was administered to the experimental group. It enabled them to evaluate the overall value (Scale 5) and relevance (Scale 6) of the Stress Management and Substance Dependency modules (see Appendixes 11 & 12).

The structure, focus and number of questions contained in the so-called KAB questionnaires are summarized in Table 5.

TABLE 5: COMPOSITION OF THE KAB QUESTIONNAIRES

SECTIONS	SCALE NO.	FACETS THAT WERE MEASURED	STRESS MANAGEMENT: NUMBER OF QUESTIONS	SUBSTANCE DEPENDENCY: NUMBER OF QUESTIONS
Section 1	<i>Scale 1</i>	Objective knowledge	14	15
Section 1	<i>Scale 2</i>	Subjective knowledge	14	12
Section 1	<i>Scale 3</i>	Attitudes	7	13
Section 1	<i>Scale 4</i>	Behaviour	12	11
Section 2	<i>Scale 5</i>	Value of the module	6	8
	<i>Scale 6</i>	Relevance of the module	12	12

4.5.2 The Presentation Evaluation Questionnaire

The members of the experimental groups also completed a presentation evaluation questionnaire at the end of the Self-Management Programme. It was based on a questionnaire that was successfully developed for the previous EPCaP1 study (Williams, 2003:95) and consisted of 23 items (see Appendix 13). It was divided into five sections, the first four of which constituted the subscales that dealt with the presenters' abilities, their presentation skills, the learning process and the presentation context.

The structure, subscales, focus and number of questions contained in the presentation evaluation questionnaire are summarised in Table 6.

TABLE 6: COMPOSITION OF THE PRESENTATION EVALUATION QUESTIONNAIRES (SCALE 7)

SECTION	SUBSCALE	FACETS THAT WERE COVERED	QUESTIONS
Section 1	<i>Subscale 7.1</i>	Evaluation of the presenter	1 – 5
Section 2	<i>Subscale 7.2</i>	Evaluation of the presenter's presentation skills	6 – 10
Section 3	<i>Subscale 7.3</i>	Evaluation of the learning process	11 – 16
Section 4	<i>Subscale 7.4</i>	Evaluation of the presentation context	17 – 20
Section 5	-	General	21 – 23

4.5.3 The Presenter's Evaluation Questionnaire

The Presenter's Evaluation Questionnaire was completed by the social workers who presented the modules. It provided them with the opportunity to evaluate their own abilities and presentation skills, as well as the learning process and presentation context. In addition, they had to evaluate the module's relevance and value and make written recommendations on how the modules and programme as a whole could be improved (see Appendix 14). The structure of this questionnaire is provided in Table 7.

TABLE 7: COMPOSITION OF THE PRESENTER'S EVALUATION QUESTIONNAIRE

SECTIONS	FACETS THAT WERE COVERED	QUESTIONS
Section 1	Presenter's self-assessment	1 – 5
Section 2	Evaluation of the presenter's presentation skills	6 – 10
Section 3	Evaluation of the learning process	11 – 16
Section 4	Evaluation of the presentation context	17 – 20
Section 5	Evaluation of the relevance and value of the programme	21 – 25
Section 6	General	26 – 28

Because the Presenter's Evaluation Questionnaire covered some of the same issues or constructs that are dealt with in the Presentation Evaluation Questionnaire and section 2 of the KAB questionnaires, the resultant data could be triangulated.

4.5.4 The focus group schedule

A schedule was developed for the focus group sessions that were held approximately seven months after the initial presentation of the modules. It contained the participants' identifying particulars, the introductory statement and the questions that would be posed and discussed during the sessions. These covered three facets of a module's impact, namely the extent to which the stated outcomes were achieved, the relevance of the module and the long-term effect it had on the recruits' knowledge, attitude and behaviour (see Appendixes 7 & 8).

4.6 PROCEDURES AND FORMULAS USED IN DATA ANALYSIS

The quantitative data that was produced by the measuring instruments were analysed in conjunction with the Statistical Consultation Services of the North-West University, Potchefstroom Campus and with the aid of the SAS computer package (SAS Institute Inc., 1999). It included each scale's reliability and the effect sizes that were produced by them.

4.6.1 Procedures and formulas used for the calculation of reliability

Each scale's reliability was determined by calculating its Cronbach alpha coefficient (abbreviated as 'Cronbach alpha', CA or simply " α ") (Gravetter & Forzano, 2003:455). A score of 0.5 or higher was accepted as an appropriate reliability coefficient (cf. Jackson, 2003:87-91). All the scales that were used in the research on the health maintenance component complied with this criterion.

4.6.2 Procedures followed to determine validity

The review by the panel of experts and the pilot studies were used to determine the face, content and criteria validity of the questions and scales (cf. Creswell, 2003:157-158; Elmes *et al.*, 2003:55-59; Jackson, 2003:44-45). The main study and its results, however, should be viewed as the most important step in this process.

4.6.3 Procedures and formulas used for the calculation of change/effect

A four-step procedure was followed to calculate the effect of each of the scales. It used Cohen's formula for the calculation of effect sizes (Cohen, 1988:20-27; Steyn, 2000:1-3) as its main formula and entailed dividing the difference between two averages (or averages of a given mean) by the standard deviation (cf. Gravetter & Forzano, 2003:454). According to Steyn (2000:3), this is a natural criterion for drawing conclusions regarding significance.

It was first necessary to determine whether the experimental groups (group 'e') and control groups (group 'c') were *comparable before* the start of the intervention programme. This was done by calculating and comparing the effect sizes (also known as Cohen's d-values) per scale of the two groups' pre-test measurements. A co-variance analysis was performed to ensure that there were no significant differences (i.e. $d > 0.5$) between the d-values on pre-test level. All the scales complied with this requirement.

The next step entailed the calculation of changes that had occurred on a pre-test and post-test basis in the experimental and control group *separately*. This was done by means of paired t-tests. The results indicated the growth that took place with the experimental groups, as well as the control group, if any.

The table below indicates the results of the covariance analysis and the tables on the t-test and paired t-test will be reflected in the Appendixes (see Appendixes 3 & 4). Cohen's d-value was used in all the statistical analyses steps to determine effect.

Once it was established that significant change had occurred, it was necessary to ascertain whether there were any practical significant differences *between* the pre-tests and post-tests scores of the experimental and comparison groups. To compute the *net difference* per scale, the values of the pre-tests were corrected in order to determine whether the experimental group gained more knowledge than the control group. Cohen's formula for calculating the effect size *between two groups* was then used. This formula is:

$$d = \frac{|\mu_1 - \mu_2|}{\sqrt{MSE}}$$

Where:

d = effect size

μ_1 = average difference score in the experimental group (e)

μ_2 = average difference score in the comparison group (c)

$\mu_1 - \mu_2$ = difference between average difference

MSE = mean square error of the ANCOVA (Cohen, 1988: 20-27; Steyn, 2000:1-3)

The following guidelines were used to interpret the d-values that were produced:

- d = 0.2 would indicate a *small effect*, implying that the research should be repeated in order to confirm whether there is an effect
- d = 0.5 would indicate a *medium effect*, implying that the result can be viewed as significant, but also that better planned research could produce even more significant results
- d = 0.8 would indicate a *large effect* which is of *practical significance*.
- Because there are no absolute boundaries between the three d-values, concepts such as 'small to medium effect' and 'large effect' can be used (Cohen, 1969:22-25; Spatz, 2001:74-75; Steyn, 1999:3).

The fourth step was to interpret the data that were generated by Scales 5, 6 and 7, the general questions and the focus groups. In the case of direct questions, descriptive statistics such as totals, percentages and averages were used. A content analysis was done on the responses produced by the focus group sessions.

5. THE RELIABILITY OF THE MEASUREMENT INSTRUMENTS

Because the study dealt with a non-clinical population, a Cronbach alpha coefficient of $\alpha \geq 0.5$ was viewed as an acceptable reliability coefficient (cf. Jackson, 2003:87-91). All the scales adhered to this requirement (see Table 8) and could, therefore, be used in the rest of the study.

TABLE 8: CRONBACH ALPHA OF THE STRESS MANAGEMENT AND SUBSTANCE DEPENDENCY MODULES

SCALE	FACET & QUESTION	α	
		Stress management	Substance dependency
Scale 1	Objective knowledge	0.76 ■	0.65 ■
Scale 2	Subjective knowledge	0.95 ■	0.94 ■
Scale 3	Attitude	0.54 ■	0.50 ■
Scale 4	Behaviour	0.91 ■	0.60 ■
Scale 5	Value of the module	0.81 ■	0.90 ■
Scale 6	Relevance of the module	0.95 ■	0.96 ■
Scale 7: Evaluation of the programme presentation			
Subscale 7.1	Evaluation of the programme presentation	0.75 ■	0.75 ■
Subscale 7.2	Evaluation of the presenter	0.83 ■	0.83 ■
Subscale 7.3	Evaluation of the learning process	0.84 ■	0.84 ■
Subscale 7.4	Evaluation of the presentation context	0.74 ■	0.74 ■

■ Reliable scale: $\alpha \geq 0.5$

6. THE EFFECT OF THE HEALTH MAINTENANCE MODULES ON THE KNOWLEDGE, ATTITUDES AND BEHAVIOUR OF SAPS RECRUITS

In the provision and interpretation of the data that were generated by the measurements, the effect of the Stress Management and Substance Dependency modules will be dealt with separately. Only the results will be provided in the applicable tables (detailed results of the covariance analysis, t-tests and paired t-tests are contained in the Appendixes 3 & 4). Cohen's d-value was used in all the statistical analyses steps to determine effect.

6.1 THE EFFECT OF THE STRESS MANAGEMENT MODULE

The overall net effect of the Stress Management module on the knowledge, attitude and behaviour of recruits is contained in Table 9.

TABLE 9: THE COVARIANCE-ANALYSIS FOR SCALES 1 - 4: STRESS MANAGEMENT

SCALE	n	DIFFERENCE	MSE	p-VALUE	d-VALUE
Scale 1: Objective knowledge re stress management	471	0.566	0.362	<0.0001	1.56**
Scale 2: Subjective knowledge re stress management	471	1.225	0.409	<0.0001	2.99**
Scale 3: Attitude re stress management	470	0.655	0.357	<0.0001	1.83**
Scale 4: Behaviour re stress management	471	1.19	0.495	<0.0001	2.40**

** Practical significant effect: $d \geq 0.8$

The p-values and d-values content of Table 9 indicate that the module had both a statistical and practical significant effect on its recipients. The implications of each of the measurements will be dealt with separately.

6.1.1 The effect on objective knowledge (Scale 1)

The results of the covariance analysis and its d-value of 1.56 indicated that on a short-term basis, the presentation of the module increased the experimental group members' factual knowledge of stress related issues by a significant margin. The focus group members reaffirmed this impact. They found their new knowledge of the advantages and disadvantages of stress, the exercises that will reduce stress, the strategies in dealing with stress and the effect of stress especially valuable.

6.1.2 The effect on subjective knowledge (Scale 2)

The d-value produced by Scale 2 was an exceptionally high $d=2.99$ (see Table 9). This implies that the members of the experimental groups had a strong feeling that they were empowered by the knowledge content of the module. The focus group members mentioned that they were able to internalise and utilise the knowledge that they had gained. They grasped the essence of the module and were able to draw up and apply a personal stress management plan.

6.1.3 The effect on attitudes (Scale 3)

The module also had a large effect on the recipient's attitudes towards stress and stress management (Table 8, $d=1.83$). This would indicate a big change in the attitudes that existed before the presentation of the module and is especially important in the light of the fact that police work is regarded as one of the most stressful occupations. The members of the focus groups affirmed the change in attitudes. They mentioned that they had a negative outlook on stress before the presentation of the module, but afterwards realised that it should be regarded as a challenge and be dealt with in a positive manner.

6.1.4 The effect on behaviour (Scale 4)

From the large effect size of $d=2.4$ that was produced by the behaviour scale, it was evident that the Stress Management module achieved its main aim, namely enabling recruits to draft and execute a personal stress management plan that was based on the newly acquired stress management knowledge and skills. It also indicates that the recruits intended to apply the practical stress management exercises. The majority of the focus group members indicated that they were still doing this more than seven months after the completion of the module.

6.1.5 The long-term effect of the module

The responses of the focus group members brought various trends in the long-term effect of the module to the fore. These trends will be discussed according to the core questions that were covered in the sessions (see Appendix 7).

► Emotional, physical and mental effect of stress

Respondents shared with confidence their knowledge regarding the emotional, physical and mental effect of stress. They were able to identify their personal stress reactions and this knowledge enabled them to draw up a personal stress profile. They could also describe the nature of stress and the effect of too much or too little stress on productivity.

► Strategies and techniques for effective stress management

This part of the module seemed to have had a particularly strong long-term effect. It was apparently due to its use of experiential learning and focus on practical strategies and techniques to deal with stress. This exposure enabled them to compile a practical personal stress management plan and the experience of the positive effect of appropriate behaviour motivated them to persevere with this behaviour in the long-term.

► Relevance of the module

The focus group members gave a very high rate to the relevance of the module. This was apparently due to their perception and probably practical experience of the stressful nature of police work. They also mentioned that their improved capacity to deal with stress unquestionably impacted positively on their job performance.

► Knowledge, attitude and behaviour

The majority of the respondents confirmed that they gained much knowledge from this module. Their attitude regarding stress management is positive and they are not reluctant to implement the appropriate strategies and techniques.

6.2 THE EFFECT OF THE SUBSTANCE DEPENDENCY MODULE

The net effect of the Substances Dependency module on the knowledge, attitude and behaviour of recruits is contained in Table 10. In the case of the knowledge dimension, both measurements were at the practical significant level (i.e. $d \geq 0.8$), whereas the measurement of attitudes fell in the medium to large category (i.e. $d = 0.5 - 0.79$). The implications of each of these measurements will be dealt with separately.

TABLE 10: THE COVARIANCE-ANALYSIS FOR SCALES 1 - 4: SUBSTANCE DEPENDENCY

SCALE	n	DIFFERENCE	MSE	P-VALUE	d-VALUE
Scale 1: Objective knowledge re substance dependency	502	0.885	0.332	<0.0001	2.60**
Scale 2: Subjective knowledge re substance dependency	502	1.287	0.423	<0.0001	3.04**
Scale 3: Attitude re substance dependency	501	0.288	0.321	<0.0001	0.71*
Scale 4: Behaviour re substance dependency	501	0.189	0.288	<0.0001	0.57*

* Medium effect: $d = 0.5$ ** Practical significant effect: $d \geq 0.8$

6.2.1 The effect on objective knowledge (Scale 1)

The results of the covariance analysis indicated that the Substance Dependency module had a very large effect ($d=2.6$) on the objective knowledge of the respondents of the experimental group. The focus group members also mentioned that they gained much more new knowledge with regard to the physical and psychological effect of alcohol abuse. Their knowledge of the difference between legal, illegal and prescription drugs also increased significantly.

6.2.2 The effect on subjective knowledge (Scale 2)

The d-value produced by the subjective knowledge scale was exceptionally high (Table 10, $d=3.04$). This implies that the recruits who underwent the training were convinced that it had empowered them with knowledge that they had not possessed before. It transpired from the focus groups that the members thought that it would especially enable them to identify people in the general and work community that had an alcohol problem and that the knowledge will be crucial when dealing with criminal cases where substance dependency/abuse/misuse are involved.

6.2.3 The effect on attitudes (Scale 3)

The effect of the module on the recruits' attitudes fell in the medium to large range ($d=0.71$). An analysis of the data on which this result is based indicated that a substantial number of respondents already had an appropriate attitude before the start of the module and that their attitudes could, therefore, not be changed by it. For others it brought about a significant change. From the focus group discussions it was clear that the module made them much more cautious of using substances because they became acutely aware of the negative effect that it could have on their lives.

6.2.4 The effect on behaviour (Scale 4)

The Substance Dependency module is especially designed as an awareness creation and information sharing instrument which focused mostly on the causes, effect and consequences of abusing substance. Its behavioural change component is quite small (the module is later followed up with a generic substance dependency programme that focuses more strongly on behavioural change). Because of this focus, the medium effect of $d=0.57$ that was measured by the behaviour scale was, therefore, not unexpected. From the focus groups it seemed as though the realisation that being intoxicated does not solve problems or improve lives motivated the recruits to change their behaviour patterns permanently.

6.2.5 The long-term effect of the module

The focus group discussions also brought the following long-term influences and trends to the fore (see Appendix 8 for more details).

► Knowledge, attitude and behaviour

The discussions showed that, before the start of the module, not all respondents knew what effect the abuse of legal, illegal and prescriptive substances had on the functioning of people. It, therefore, improved their knowledge of these issues. The module also sensitised them to the negative impact of their own personal drinking patterns and those of others. This caused some to change their drinking habits.

► Relevance of the module

The group members viewed the module as relevant. It especially enabled them to personalise the whole question of substance abuse. The new knowledge and insights would also improve their professional conduct and ability to assist community members.

► General improvements

The module had one somewhat unexpected benefit. It made recruits aware that they cannot afford to be intoxicated or have a hangover when coming to work. They now knew that this would impede their ability to render a professional police service to the community and could also lead to a disciplinary hearing.

7. THE VALUE OF THE HEALTH MAINTENANCE COMPONENT

The post-test questionnaires that were administered to the experimental group contained a scale that was specifically designed to measure the value that the modules held for the recruits. The data that was collected by this scale, including its CA/α , the number of responses and their equivalent percentages are contained in Table 11.

TABLE 11: THE VALUE OF THE HEALTH MAINTENANCE COMPONENT (SCALE 5)

MODULE	n	CHOICES AND RESPONSES				α
		<i>It had no or little value</i>	<i>It had below average value</i>	<i>It had above average value</i>	<i>It had a lot of value</i>	
Stress Management	345	2 (0.57%)	6 (1.73%)	71 (20.57%)	266 (77.10%)	0.81 [■]
Substance Dependency	375	12 (3.2%)	5 (1.33%)	78 (20.8%)	280 (74.66%)	0.90 [■]
<i>Average</i>	360	7 (1.94%)	5.5 (1.52%)	74.5 (20.69%)	273 (75.83%)	0.86 [■]

■ *Reliable scale: $\alpha \geq 0.5$*

Both the scales were very reliable. They indicated that, on average, 96.66% of the recruits gave the modules an above average to a “lot of value” rating. Only 25 out of 720 (3.47%) respondents viewed them as less valuable. The sheer number of responses in the above-average categories indicates that the knowledge, attitude and behavioural components of the modules must have been useful to them. This conclusion was confirmed by the focus groups.

The Stress Management module fared slightly better than the Substance Dependency module in the evaluation. This can be ascribed to the recruits’ tendency to see stress as a personal issue and to rather view substance dependency as a problem that would be experienced by “other people”. There was also indication that they were more intent to apply their newly acquired stress management knowledge and skills in practice.

8. THE RELEVANCE OF THE HEALTH MAINTENANCE COMPONENT

A relevance scale was included in the measurement package because of the fact that, although a module might have a large effect on recruits and be viewed as valuable, it would not necessarily be deemed a major priority when compared with other capacity-building and general training modules. It was, therefore, necessary to determine whether the two modules were relevant to the professional and personal lives of the recruits. This measurement also formed part of the triangulation process.

The results achieved with the relevance scales are contained in Table 12. Both scales were very reliable (i.e. $\alpha \geq 0.5$).

TABLE 12: THE RELEVANCE OF THE HEALTH MAINTENANCE COMPONENT (SCALE 6)

MODULE	n	CHOICES AND RESPONSES				α
		<i>It had no or little value</i>	<i>It had below average value</i>	<i>It had above average value</i>	<i>It had a lot of value</i>	
Stress management	342	1 (0.29%)	3 (0.87%)	82 (23.97%)	256 (74.85%)	0.95 [■]
Substance dependency	370	2 (0.54%)	3 (0.81%)	59 (15.94%)	306 (82.70%)	0.96 [■]
<i>Average</i>	356	1.5 (0.42%)	3 (0.84%)	70.5 (19.8%)	281 (78.93%)	0.96 [■]

■ *Reliable scale: $\alpha \geq 0.5$*

Table 12 indicates that the two modules' relevancy rating was very high and even higher than that of their value (see Table 11). The combined above average ratings reached the 98.73% mark and only 9 out of 712 respondents saw it as below average.

The questions in the scale covered two primary issues. It was the degree to which the module would improve the recruits' job performance and the extent to which they would be able to utilize the (new) knowledge, attitudes and skills in their daily lives (see Appendix 7 & 8). From the analysis of the data generated by the questions and the responses of the members of the focus groups it would seem as though the Stress Management module is seen as both a work and personal empowerment tool. It would, according to them, help to prevent suicides and ensure resiliency in the type of work that police officials has to do.

Although the focus group members were of the opinion that the module on substance dependency is relevant to all police personnel and would equip them to do their jobs properly, there were strong indications that they saw it more as a personal enrichment tool. It made them aware of the dangers involved in substance abuse and encouraged behavioural change on this level.

9. THE INFLUENCE OF THE QUALITY OF THE PRESENTATIONS

Because the modules were presented under varying circumstances at different Basic Training Provision Institutions by various social workers, it was essential to measure the quality of these presentations. Poorly presented modules would necessarily have impacted negatively on the extent to which the modules would have produced the desired outcomes.

A presentation evaluation questionnaire was developed to measure the quality of the presentations. It consisted of five sections. The first four represented a different subscale (see Table 5) and dealt with the presenters' abilities and presentation skills, the quality of the learning process and influence of the context within which the presentation took place. Additional questions were added to the questionnaires and covered some general training related issues (see Appendix 15)

The vast majority of the respondents (85.37%) regarded the presenters as 'very good/excellent', 88.31% evaluated their presentations skills on the same level and the learning process was rated as very good by 83.72% of the respondents (see Appendix 15). The presentation context did, however, not fair as well. Although an average of 74.91% of the recruits gave it a "very good" rating, a total of 3.54% saw it as either "average", "bad" or "very bad" (see Appendix 15). This was probably due to the fact that some of the Basic Training Provision Institutions experienced logistical problems and that it had a negative influence on especially the availability of training infrastructure.

The presentation evaluation questionnaire contained three questions that dealt with the length of the module, the pace of the presentation and the balance between the communication of facts and group involvement. The results are summarised in Table 13.

TABLE 13: THE RECRUITS' EVALUATION OF THREE GENERAL ELEMENTS OF THE PRESENTATION

QUESTION	n	1.	2.	3.	4.	5.
6. How will you rate the length of the module?	339	<i>It was much too long</i>	<i>It was a little too long</i>	<i>The length was just right</i>	<i>It was a little too short</i>	<i>It was much too short</i>
		14 (4.13%)	22 (6.49)	230 (67.88%)	40 (11.8%)	33 (9.73%)
7. How will you rate the pace at which the module was presented?	339	<i>The pace was much too slow</i>	<i>The pace was a little too slow</i>	<i>The pace was just right</i>	<i>The pace was a little too fast</i>	<i>The pace was much too fast</i>
		0 (0%)	2 (0.59%)	290 (85.55%)	32 (9.44%)	15 (4.42%)
8. How will you rate the balance between the presentation and group involvement?	339	<i>Much too much time was spent on the presentation</i>	<i>A little too much time was spent on the presentation</i>	<i>The balance was just right</i>	<i>A little too much time was spent on group involvement</i>	<i>Much too much time was spent on group involvement</i>
		0 (0%)	3 (0.88%)	285 (84.07%)	15 (4.42%)	36 (10.62%)

Although the pace of the presentation and the balance between presentations and group involvement received excellent ratings, the length of the modules produced a more mixed response. A total of 21.53% respondents viewed it as too short and 10.63% as too long. This can be attributed to differences in the time that it takes different individuals to master a set piece of work and is, as such, unavoidable.

The data produced by the presentation evaluation questionnaire indicate that all the elements associated with the presentation of the modules contributed positively to their goal attainment. Any deficiencies that might exist in the modules' impact can, therefore, not be attributed the presentations.

10. THE PRESENTERS' EVALUATION OF THE HEALTH MAINTENANCE COMPONENT

The presenter's evaluation questionnaire was developed to enable them to evaluate their own expertise and presentation skills, as well as the learning process, the learning context, the relevance of the modules and some of the modules' general features. Eleven of the 15 presenters completed the questionnaire.

The questionnaire produced the following results:

- 7.2 (65.45%) of the presenters thought they were highly competent to present the module. They thought they were knowledgeable about the content of the modules, were able to explain

difficult/abstract concepts and that their enthusiasm contributed towards maintaining the recruits' interested in the subject matter

- 8.5 (77.27%) viewed their presentations skills as excellent. They managed to prepare thoroughly for the presentation, could engage the participants and effectively utilised the prescribed teaching media
- 7.2 (65.45%) assessed the learning process as being very good/excellent. They gave a clear overview of the content and objectives of the modules, made sure that the recruits understood an issue before moving on and were able to communicate on a level that the recruits would understand
- As in the case of the recruits (see paragraph 9), a number of presenters (3/27.3%) gave the presentation context a lower rating of "average" or "below average". This was attributed to unavailable or faulty teaching media and classrooms that had insufficient ventilation (see Appendix 16).

The presenters also had the opportunity to evaluate the relevance of the modules and programme. The results are summarised in Table 14.

TABLE 14: THE PRESENTERS' EVALUATION OF THE RELEVANCE OF THE PROGRAMME

QUESTIONS	CHOICES AND RESPONSES			
	1. <i>Strongly disagree</i>	2. <i>Disagree</i>	3. <i>Agree</i>	4. <i>Strongly agree</i>
21. The module stimulated the trainee's creative thinking	0 (0%)	0 (0%)	5 (45.5%)	6 (54.5%)
22. The trainees will be able to apply the new knowledge and insight that they have gained in their jobs	0 (0%)	0 (0%)	4 (36.4%)	7 (63.6%)
23. I feel that the module will help participants do their jobs better	0 (0%)	0 (0%)	5 (45.5%)	6 (54.5%)
24. The trainees will be able to apply the new knowledge and insight that they have gained in their daily lives.	0 (0%)	0 (0%)	5 (45.5%)	6 (54.5%)
25. I feel that the module will help trainees to cope better with the challenges of life.	0 (0%)	0 (0%)	5 (45.5%)	6 (54.5%)

All the presenters either agreed or strongly agreed with the positive statements regarding the modules' relevance. They confirmed that the recruits would be able to apply their newly gained knowledge and insight in both their work environment and personal lives. It would enable them to do their jobs better and to cope more effectively with the challenges that they would have to face. If the presenters' responses are compared with those of the recruits (see Table 12), it would seem as though they tended to underestimate the relevance that the modules had for the recruits.

The presenters also had the opportunity to evaluate the length of the modules, the pace of the presentation and the balance that was maintained between the presentation of information and

group involvement. The data that were generated by the three questions are summarised in Table 15.

TABLE 15: THE PRESENTERS' EVALUATION OF THREE GENERAL ELEMENTS OF THE PRESENTATION

QUESTION	n	1.	2.	3.	4.	5.
6. How will you rate the length of the module?	11	<i>It was much too long</i>	<i>It was a little too long</i>	<i>The length was just right</i>	<i>It was a little too short</i>	<i>It was much too short</i>
		1 (9.1%)	1 (9.1%)	5 (45.5%)	3 (27.3%)	1 (9.1%)
7. How will you rate the pace at which you had to present the module?	11	<i>The pace was much too slow</i>	<i>The pace was a little too slow</i>	<i>The pace was just right</i>	<i>The pace was a little too fast</i>	<i>The pace was much too fast</i>
		0 (0%)	1 (9.1%)	5 (45.5%)	3 (27.3%)	1 (9.1%)
8. How will you rate the balance between the presentation and group involvement?	11	<i>Much too much time was spent on the presentation</i>	<i>A little too much time was spent on the presentation</i>	<i>The balance was just right</i>	<i>A little too much time was spent on group involvement</i>	<i>Much too much time was spent on group involvement</i>
		0 (0%)	3 (27.3%)	8 (72.7%)	0 (0%)	0 (0%)

The balance between the time spent on the presentation and group involvement obtained a favourable rating. This was also in line with the views of the recruits (see Table 13). As in the case of the recruits, the evaluation of the length of the modules also received a mixed response with five presenters (45.5%) viewing it as appropriate, two thought it was too long and four thought that it was too short. The only big discrepancy related to the pace of the presentation. Four (36.4%) presenters thought that it was too fast. This could indicate that the presenters underestimated the recruits' ability to cope with the pace at which the modules had to be covered.

The presenters were also given the opportunity to evaluate each of the modules separately (see Appendix 14). The conclusions that could be drawn from their responses will be discussed next.

► Module 7: Stress Management

The presenters were asked to rate the overall value and relevance of the Stress Management module. The results would indicate to what extent it achieved its objective in the view of the presenters. Their responses are contained in Table 16.

TABLE 16: THE PRESENTER'S EVALUATION OF THE VALUE AND RELEVANCE OF THE STRESS MANAGEMENT MODULE

How would you rate the <i>overall value</i> of the Stress Management module	n	1. <i>It had little or no value</i>	2. <i>It had below average value</i>	3. <i>It had above average value</i>	4. <i>It had a lot value</i>
	11	0 (0%)	0 (0%)	4 (36.36%)	7 (63.63%)
If all are taken into account, the Stress Management module will be relevant to the trainees future job and personal life	n	1. <i>Strongly disagree</i>	2. <i>Disagree</i>	3. <i>Agree</i>	4. <i>Strongly agree</i>
	11	0 (0%)	0 (0%)	3 (27.27%)	8 (72.72%)

Of the 11 respondents, seven (63.63%) thought it had “a lot of value” while four (36.36%) adjudged it to be above average. In the case of relevancy, the split was eight (72.72%) and three (27.27%). These responses could be interpreted as strong endorsement of the module. It also correlated with the reactions of the recruits (see Tables 11 and 12).

The presenters were also provided with the opportunity to make recommendations on how the content and presentation of the module could be improved. They suggested that more in-depth information and discussions on trauma/traumatic stress disorder and strategies for thriving on stress should be included and that these strategies should be practiced in the workshop setting.

► **Module 8: Substance Dependency**

The same questions were asked with regard to Substance Dependency and the summary of their results is contained in Table 17.

TABLE 17: THE PRESENTERS’ EVALUATION OF THE VALUE AND RELEVANCE OF THE SUBSTANCE DEPENDENCY MODULE

	n	<i>1. It had little or no value</i>	<i>2. It had below average value</i>	<i>3. It had above average value</i>	<i>4. It had a lot value</i>
How would you rate the <i>overall value</i> of the Assertiveness module	11	0 (0%)	0 (0%)	3 (27.27%)	8 (72.72%)
	n	<i>1. Strongly disagree</i>	<i>2. Disagree</i>	<i>3. Agree</i>	<i>4. Strongly agree</i>
If all are taken into account, the Assertiveness module will be relevant to the trainees future job and personal life	11	0 (0%)	0 (0%)	3 (27.27%)	8 (72.72%)

There was very little difference between the value and relevance rating of the Stress Management and Substance Dependency modules. Their responses could be seen as a confirmation of the recruits’ view that both modules should be seen as an essential part of the Self-Management Programme (cf. Tables 11 and 12).

The presenters made written recommendations that the content of the module should be updated with the newest available information on the nature and “street names” of substances and that the presentation should be ‘beefed up’ with more activities and physical examples of substances. The latter would bring recruits face to face with the substances instead of only information about them.

► **Recommendations for improvements to the programme**

Provision was also made for written recommendations on how the content and presentation of the overall Self-Management Programme could be improved. In it the presenters only focused on Basic Training Provision Institutions (BTPI’s) and recommended that:

- the BTPI’s and their personnel should respect the time that is specifically allocated to the presentation of the Self-Management Programme
- they should prepare well in advance to provide the correct learning material, training aids and equipment

- training conditions could be improved by, for example, fixing faulty air-conditioning and lights.

11. FINDINGS AND IMPLICATIONS

Only the most prominent issues will be dealt with briefly in this discussion of the research findings and their implications. It will focus on the research design and procedure and the results that were achieved with the measurement instruments.

Brooks's taxonomy of life skills made an invaluable contribution to the conceptualisation of the research. It provided the conceptual framework that was lacking in the original design of the programme and made it possible to cluster individual modules according to set criteria. Due to their focus on bio-psychosocial health, the Stress Management and Substance Dependency modules were viewed as part of the health maintenance component of life skills.

A comparison between available literature and the content of both the modules showed that the latter was based on a sound theoretical footing. Their presentations also adhered to the principles of experiential and adult learning and should, therefore, in theory, be able to affect recipients in a meaningful way. The extent to which they exceeded in practice was measured with the help of a classical experimental research design and the use of inferential statistics. Their long-term effect was determined with the help of focus groups.

From an analysis of the data that were generated by this two-fold process, it is possible to come to the following five main findings:

- The vast majority of the newly developed scales and subscales were reliable and able to measure effect successfully. This made it possible to come to substantive conclusions regarding the effect of the modules on recruits knowledge, attitudes and behaviour, as well as the factors that had a positive and negative influence on this process.
- The data generated by the scales attest to the fact that the two modules did indeed have a practical significant short-term effect on the recruits' knowledge, attitudes and behaviour. This result, coupled with the triangulation of the different measurements, showed that it enabled recruits to function more effectively on both a personal and professional level.
- The extent to which the short-term impact of the modules translated into lasting change was ascertained through focus group discussions. From these discussions it was concluded that most of the changes that were brought about by the modules were still in effect more than seven months after the completion of the Self-Management Programme. It can, therefore, be concluded that the intervention had a lasting effect on its recipients.
- The biggest benefit that the recruits derived from the Stress Management module was that it changed their stress related behaviour. They drew up a personal stress management plan and the vast majority was motivated and enabled to implement it in practice.

- The Substance Dependency module empowered the recruits with new knowledge about the nature and impact of substance abuse. Although behavioural change was not the primary aim of the presentation, it did affect a number of the recipients' habits in a positive way. This change should be extended and reinforced by a follow-up programme.

12. GUIDELINES FOR THE IMPROVEMENT OF THE HEALTH MAINTENANCE MODULES

Although the two modules could be viewed as successful, they still have some shortcomings that should be rectified. The responses of both the recruits and presenters indicated that they should include the following:

- Some of the content especially of the Substance Dependency module is outdated. It, as well as the Stress Management module, should be reviewed and provided with the newest available data. A similar review and updating process should be done annually to ensure that the content and presentation stays at the cutting edge of new developments in the field
- The content and presentation of both modules can be further improved by the inclusion of more and a bigger variety of experiential learning activities. This will enable recruits to practice the skills that they are taught more thoroughly before attempting to use them in practice
- Consideration should be given to the possibility of expanding the Substance Dependency module to also include a stronger focus on behavioural change
- Although the presenters succeeded very well in their task, they would benefit from further training in the use of experiential learning methods. This will ensure an even better service to recruits.

13. CONCLUDING REMARKS

The measurement instruments and focus groups that were used in the research have shown that the Stress Management and Substance Dependency modules had a significant short-term and long-term effect on recruits' personal and professional lives. This finding, coupled with the high value and relevancy rating accorded to the modules by the recipients and presenters indicates that the interventions made a positive contribution to the attainment of the SAPS Basic Training Learning Programme's desired outcomes. They will thus help to ensure that new constables are well equipped to deal with the challenges that they will have to face in their service to South Africa.

REFERENCES

- AKADE, A. 2001. Risky business: South African youths and HIV/AIDS prevention. *Education Studies*, 27(3):237-256.
- BROOKS, D.K.J. 1984. *A life-skills taxonomy: defining elements of effective functioning through the use of the Delphi technique*. Ann Arbor: UMI Dissertation Services.
- BRYMAN, A. 2003. *Triangulation*. [Web:] <http://www.referenceworld.com/sage/socialscience/triangulation.pdf> [Date accessed: 13 September 2003].
- COHEN, J. 1969. *Statistical power analysis for the behavioral sciences*. New York, N.Y.: Academic Press.
- COHEN, J. 1988. *Statistical power analysis for the behavioral sciences*. 2nd ed. Hillside, NJ: Erlbaum.
- CRESWELL, J.W. 2003. *Research design: qualitative, quantitative, and mixed methods approaches*. 2nd Edition. Thousand Oaks: Sage Publications.
- DARDEN, C.A., GAZDA, C.M. & GINTER, E.J. 1996. Life-skills and mental health counselling. *Journal of Mental Health Counselling*, 18(2):134-141, April. [In EBSCOHost: Academic Search Elite, Full display: [Web:] <http://www-sa.cbsco.com> [Date accessed: 3 May 2004].
- ELKIND, P.D. 1993. Correspondence between knowledge, attitudes, and behaviour in farm health and safety practice. *Journal of Safety Research*, 24(3):171-179, Autumn.
- ELMES, D.G., KANTOWITZ, B.H. & ROEDIGER, H.L. 2003. *Research methods in psychology*. Belmont (CA): Thompson/Wadsworth.
- FOUCHIE, C.B. & DE VOS, A.S. 2002. Quantitative research designs. (In De Vos, A.S., ed. *Research at grass roots: for the social sciences and human service professions*. Pretoria: Van Schaik).
- GRAVETTER, F.J. & FORZANO, L.B. 2003. *Research methods for the behavioural sciences*. Belmont (CA): Thompson/Wadsworth.
- GREEFF, M. 2002. Information collection: interviewing. (In De Vos, A.S., ed. *Research at grass roots: for the social sciences and human service professions*. Pretoria: Van Schaik).
- HILTON, A. 2002. Should qualitative and quantitative studies be triangulated? *International Society of Nurses*. [Web:] <http://www.isncc.org/news/triangle.htm> [Date accessed: 15 September 2003].
- JACKSON, S.L. 2003. *Research methods and statistics: a critical thinking approach*. Belmont (CA): Thompson/Wadsworth.
- MARK, R. 1996. *Research made simple: a handbook for social workers*. London: Sage Publications.
- McCANN, T.V. & SHARKEY, R.J. 1998. Educational intervention with international nurses and changes in knowledge, attitudes and willingness to provide care to patients with HIV/AIDS. *Journal of Advance Nursing*, 27:267-273.

- PATTON, M.Q. 2002. *Qualitative research & evaluation methods*. London: Sage Publications.
- SARANTAKOS, S. 1998. *Social Research*. South Yarra (Australia): MacMillan.
- SAS INSTITUTE INC., 1999. *The SAS System for Windows Release 8.02 TS Level 02M0 Copyright © 1999-2001 by SAS Institute Inc., Cary, N.C.: USA*.
- SPATZ, C. 2001. *Basic statistics: tales of distributions*. Belmont (CA): Wadsworth/Thompson Learning.
- STEYN, H.S. 1999. *Praktiese beduidenheid: die gebruik van effekgroottes*. (Wetenskaplike Bydraes, Reeks Natuurwetenskappe nr. 117. Potchefstroom: Publikasiebeheer Komitee, PU vir CHO).
- STEYN, H.S. 2000. Practical significance of the difference means. *Journal of Industrial Psychology*, 26(3):1-3.
- STRYDOM, H. & DE VOS, A.S. 1998. Sampling and sampling methods. (In De Vos, A.S., ed. *Research at grass roots: a primer for the caring professions*. Pretoria: Van Schaik).
- STRYDOM, H. & VENTER, L. 2002. Sampling and sampling methods. (In De Vos, A.S., ed. *Research at grass roots: for the social sciences and human service professions*. Pretoria: Van Schaik).
- THOMPSON, N. 2002. *People Skills*. 2nd ed. New York: Palgrave MacMillan.
- WELMAN, J.C. & KRUGER, S. J. 2003. *Research Methodology*. 2nd ed. Cape Town: Oxford University Press Southern Africa.
- WILLIAMS, H.M. 2003. *An evaluation of the managing stress effectively personnel capacity building programme of the South African Police Service*. Potchefstroom: PU for CHE. (Dissertation—MA).

ARTICLE 4

THE RETURN ON INVESTMENT (ROI) OF THE SAPS SELF-MANAGEMENT PROGRAMME: WITH SPECIAL REFERENCE TO ITS HUMAN RELATIONS AND HEALTH MAINTENANCE COMPONENTS

ML Weyers, HM Williams & P Huisamen

Prof M L Weyers is a lecturer in Social Work at the North-West University (Potchefstroom Campus) and Mrs H M Williams and Dr P Huisamen are social workers employed by the South African Police Service

ABSTRACT

Background: *There has been an increased need both locally and abroad for social workers to demonstrate the effectiveness and efficiency of their services. This was also true in the case of the Police Social Work Services. They not only had to prove that the newly developed Self-Management Programme enhanced the resilience and professional conduct of student constables, but that it also represented a worthwhile investment for the South African Police Service(SAPS). This led to a return on investment (ROI) analysis of the programme. The results of this somewhat pioneering study will be discussed in this article.*

Objectives: *To measure the Self-Management Programme's return on investment (ROI). The focus will be on the Programme's "human relations" and "health maintenance" components.*

Method: *The results of an effect measurement study (see Articles 2 & 3) were combined with organisational data and the findings of various other studies to complete an extensive computerised ROI programme developed by Meyer et al. (2003). It produced the return on investment coefficient, as well as the intervention's net present value (NPV), payback period, internal rate of return (IRR), learning cost per recruit and cash flow statement.*

Results: *The results showed that the "human relations" and "health maintenance" modules, as well as the Self-Management Programme as a whole had an exceptionally high return on investment coefficient. This finding, coupled with the other measurements, indicated that the programme was a valuable financial asset for the SAPS.*

1. INTRODUCTION

The measurement of social work interventions' return on investment (ROI) especially in the case of South Africa is still in its infancy. In this regard, De Vos (2002:386) states that: "real examples of South African cost-benefit analyses are extremely difficult to find", while Orren (2004:11-12) is of the opinion that there is a dire need for cost-benefit research in South Africa. In this article the results of a somewhat pioneering study in this field, namely of the Police Social Work Service's Self-Management Programme, will be discussed.

The Self-Management Programme (sometimes abbreviated with "SMP") consists of nine personnel capacity-building modules (PCaM's) and is presented to South African Police Service

(SAPS) recruits over a five day period during their initial induction training. This article's focus will be on the ROI of the four modules that make up the human relations and health maintenance components of this programme. They are Conflict Management, Assertiveness, Stress Management and Substance Dependency. The ROI of the other five modules will be included in the calculation of the SMP's overall ROI.

Before the results of the calculation of the four modules' ROI can be presented, it is necessary to provide the assumptions on which all the calculations were based. This will be followed by an exposition of the research procedure, the calculated cost and benefits of the modules and the results achieved by the ROI and associated measurements.

2. THE BASIS FOR THE CALCULATION OF THE PROGRAMME'S ROI

The calculation of social work interventions' ROI falls under the broad category of programme evaluation. Within the context of this article, programme evaluation can be defined as the use of a set of (explicit or implicit) standards to assess the *operation* and/or the *outcomes* of a social work service systematically (cf. De Vos, 2002:375; Weiss, 1998:4). In terms of social work practice, the purpose of this step is primarily (1) to increase social work's knowledge base, (2) to guide decision-making at all levels, (3) to demonstrate accountability, and (4) to ensure that client systems receive the best possible services (Rankin, 2005:4-5). It can, therefore, be presumed that programme evaluation is a prerequisite for the development of social work as an accountable and effective profession. Without it no support can be expected from the public, government or other professions and, in the case of the Police Social Work Services, from the organisation itself.

There are different types or categories of programme evaluations, many of them interrelated or overlapping (Rankin, 2005:5-11). These include summative and formative evaluations, needs assessments, evaluability assessments, programme monitoring, outcome evaluation and efficiency evaluations. The latter can take two forms, viz. a cost-effectiveness and a cost-benefit analysis. In a cost-effectiveness analysis, the benefits of the intervention are usually expressed in non-monetary terms. In the case of a cost-benefit study, however, benefits have to be translated into monetary gain (cf. Kee, 2004:550). A return on investment (ROI) study can be viewed as an advanced form of cost-benefit analysis.

In this overview, the focus will first be on the reasons why it was deemed necessary to undertake such an advanced form of cost-benefit analysis. The basic nature of ROI's, the context within which the calculations took place and the assumptions on which it was based will then be discussed.

2.1 THE NEED FOR A ROI ANALYSIS

Internationally, especially during the past three decades, there has been an increased need for social work to demonstrate the effectiveness and efficiency of its programmes (cf. Hudson & Grinnell, 1989:691). More recently, Gabor *et al.* (2001:481) stressed that the profession has

entered a new era in which only the best social service delivery programmes, that is ones that can demonstrate that they provide needed, useful and competent services to clients, will survive.

In spite of this international trend, very little effectiveness and efficiency research has been undertaken in South Africa (cf. Mitchell, 2005:i-ii). An exception has been the Evaluation of Capacity-building Programmes 2 (EPCaP2) study that was undertaken in collaboration with the South African Police Service's section: Police Social Work Services (abbreviated as PSWS). The reasons why this study included an ROI analysis can be found in the organisation's personnel expansion drive and the costs involved in this endeavour.

In the *Strategic Plan for the South African Police Service* (2005-2010), it is stated that the organisation will embark on a personnel expansion drive that will increase the number of personnel from approximately 148 000 by the end of 2005/06 to 165 850 by March 2008 (SAPS, 2005:27). Additional allocations in the department's budget of R 1,6 billion in 2005/06, R 2,2 billion in 2006/07 and R 3,2 billion in 2007/08 will enable it to recruit 1 200 additional police personnel in 2005/06 and approximately 7 900 in the following two years (SAPS, 2005:57). This drive is coupled with the organisation's strategic Human Resource Management priority (Priority 5) of creating and maintaining an effective police service through, *inter alia*: the optimisation of personnel utilisation; the development of human resources; performance management; the institutionalisation of a professional service ethos; institutionalised employee assistance services, and quality education, training and development (SAPS, 2005:33-34,57). In this regard, vast amounts of financial and human resources are spent on the education and training of new recruits. This must ensure that they will be well equipped to deal with the professional and personal challenges that they will have to face. This training includes personnel capacity-building modules.

The expenditure on student constables is indicative of the fact that the organisation places a high priority on its human capital. It recognises that the development of this "capital" serves not only the service interests of the organisation itself, but also the requirements of the society within which it operates. The question is, however, whether the personnel capacity-building modules actually contribute to the development of human capital and whether they provide an adequate return on the investment of money, time and effort. A study of the modules' effect proved that they developed human capital (see Articles 2 & 3). To ascertain whether this contribution represented a cost-effective investment, required the calculation of the modules' and SMP's ROI.

There are five more specific reasons why it was necessary to measure the Self-Management Programme's ROI. They are the following:

- The programme and its constituent modules are brand new and still unproven pro-active intervention by the Police Social Work Services (PSWS). This section must, therefore, not only ascertain whether it was effective, but also whether it is worth the investment of time, money and manpower. If not, other strategies could and should be pursued.
- Drucker (in Meyer *et al.*, 2003:5) states that: "If you can't measure it, you can't manage it!" The ROI measurement would enable the PSWS to manage the programme much more effectively by, for example, cutting down on unnecessary or unproductive costs and optimising available resources.

- Measuring the intervention's return on investment will also enable the PSWS to comply with its accountability responsibility. It will, amongst others, provide management with the answer to the question: 'For every Rand invested in the programme, how many Rands does the SAPS get back?'
- The expansion of the SAPS's personnel corps represents an enormous investment of money (at least R 7 billion over three years). Everything possible should, consequently, be done to ensure that this investment is optimized. This includes ascertaining whether training, and in this case capacity-building, provides the required outcomes and contributes effectively to the organisation's strategic human resource management priority.

2.2 THE NATURE OF ROI'S

There are various concepts that can be used to describe the relationship between the cost of a service/intervention and its benefits. Most common is 'cost-effectiveness evaluations', 'cost-benefit analysis' and 'efficiency assessments' (cf. De Vos, 2002:385). These, however, mainly pertain to more qualitative forms of measurement. Within the context of this study, it was decided rather to make use of the more advanced 'return on investment' (ROI) conceptualisation and to use the considerable body of knowledge and well-tested formulas that have been developed for this procedure.

A ROI study can, on the basis of the views of Meyer *et al.* (2003:5), Phillips (2002:18-21) and others be defined as the scientific measurement of the *monetary* benefits obtained by an organisation over a specified period in return for a given investment in a service delivery programme. It is, in other words, the extent to which the intervention's benefits (outputs) exceed its costs (inputs). The formula that is used in the calculation of a ROI is the annual net programme benefits divided by programme costs, where the net benefits are the monetary value of the benefits minus the costs of the programme. In percentage terms, this can be formulated as:

$$\text{ROI (\%)} = \frac{\text{Net Programme Benefits (benefits - costs)}}{\text{Programme Costs}} \times 100$$

Where:

- Net Programme benefit = Total benefits *minus* costs
- Benefits = Improvements in quality of service + labour and other cost savings
- Programme cost = Financial costs + manpower/time inputs

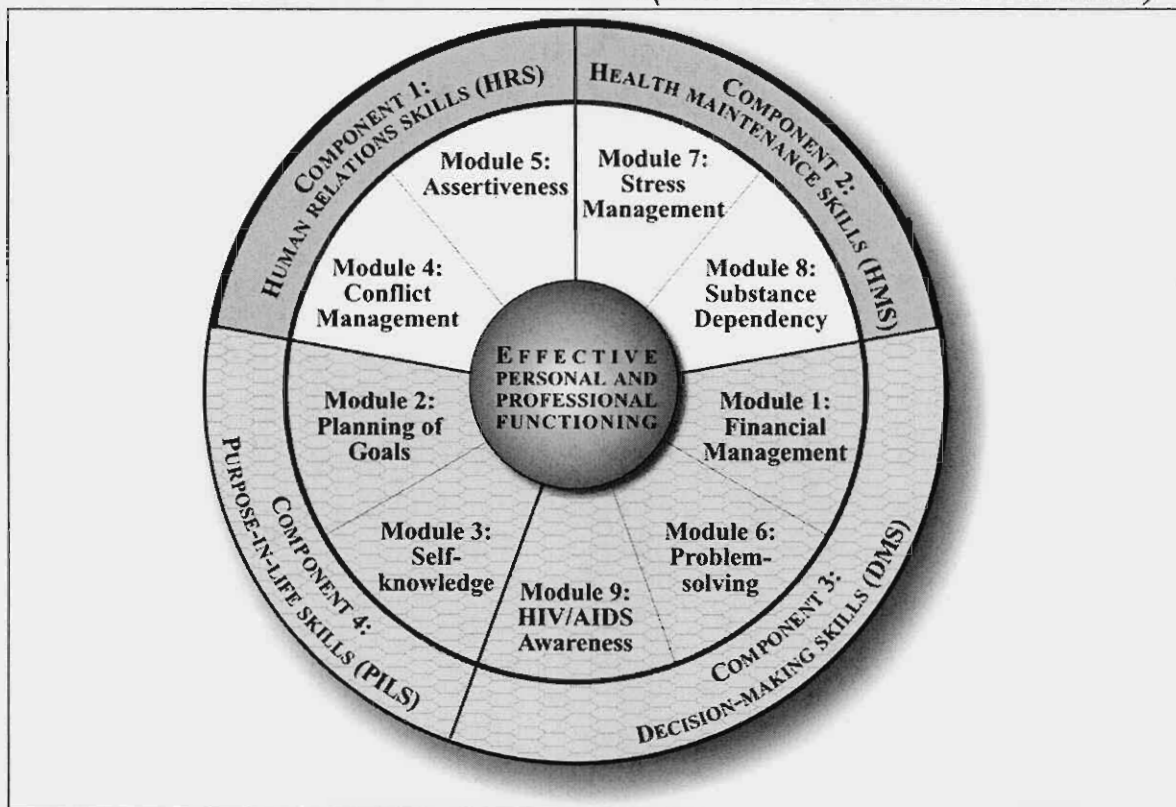
2.3 THE CONTEXT WITHIN WHICH THE CALCULATION OF THE ROI TOOK PLACE

The calculation of the Conflict Management, Assertiveness, Stress Management and Substance Dependency modules' ROI was part of the study of the effect of the human relations and health maintenance components of the Self-Management Programme. The effect measurements have

been dealt with in detail in other publications (see Articles 2 & 3). Some of these findings will also be used in this article as part of the measurement of the modules' ROI.

Because the Self-Management Programme forms an integrated whole, it was also necessary to measure the total programme's ROI. For this purpose, the findings of a study by Huisamen (2005:147-173) of the ROI of the Decision-Making and Purpose-in-Life components of the programme will also be used here. The nature of the Programme's components and the modules that fall under each, are depicted in Diagram 1.

DIAGRAM 1: COMPOSITION OF THE SELF-MANAGEMENT PROGRAMME IN TERMS OF BROOKS'S TAXONOMY OF LIFE SKILLS (WITH THE FOCUS ON COMPONENT 1 & 2)



2.4 THE BASIC ASSUMPTIONS ON WHICH THE CALCULATION OF THE ROI WERE BASED

The large numbers of recruits involved, the vast differences in the tasks that each individual will ultimately have to be able to perform, the complexities of the SAPS as a mega-organisation and various other factors made it practically impossible to work with individual measurements when calculating the Programme's ROI. The only answer would be to extrapolate from trends that already exist in the organisation and elsewhere and to do the calculations on the basis of certain assumptions. The assumptions that were used in the case of the four selected modules are summarised in Table 1.

TABLE 1: BASIC ASSUMPTIONS ON WHICH CALCULATIONS OF THE MODULES' ROI WERE BASED

ASSUMPTION NUMBER	ASSUMPTIONS AND ITS IMPLICATIONS
Assumption 1	<ul style="list-style-type: none"> • That the recruits will, in the near future (1-3 years), exhibit the same attitudes and behavioural patterns that are currently present in the organisation as a whole <ul style="list-style-type: none"> ○ This assumption makes it possible to extrapolate and generalize the data pertaining to existing personnel to the new recruits as well ○ It implies that the recruits will, for example, exhibit approximately the same sick leave patterns and staff turnover rates as the rest of the personnel
Assumption 2	<ul style="list-style-type: none"> • That the personnel costs for each recruit will be equivalent to the average for the organisation as a whole <ul style="list-style-type: none"> ○ The assumption implies that, although the recruits' salaries may be much lower than the organisation's norm, the direct monetary and manpower costs involved in training and induction are extremely high ○ This makes it possible, for example, to assume that the average personnel cost per recruit will be the same as that for the SAPS as a whole. In 2004-05, this cost was R119 000 (SAPS, 2005:161)
Assumption 3	<ul style="list-style-type: none"> • That international and national trends in occupational settings can be made applicable to South Africa and the SAPS <ul style="list-style-type: none"> ○ The assumption implies that, on the whole, there ought not to be a marked difference between research findings in other countries and the situation that would exist in the SAPS. It would, therefore, be possible to assume that if research in a foreign country shows that there is a link between a lack of problem-solving skills and financial problems, the same link will be found among SAPS personnel
Assumption 4	<ul style="list-style-type: none"> • That it is possible to make use of indicator measurements in ROI <ul style="list-style-type: none"> ○ Due to the fact that it is impossible to measure all the issues directly, it is assumed that those that could be measured will be an indication of a certain trend or of the extent of a problem. It could, for example, be assumed that the ratio of the types of misconduct addressed at disciplinary hearings to the total of hearings could be used as an indicator of the prevalence of that misconduct in the organisation
Assumption 5	<ul style="list-style-type: none"> • That the costs and effect of different modules could be combined in one ROI measurement <ul style="list-style-type: none"> ○ In this exposition, it will be assumed that conflict management, assertiveness, stress management and substance dependency are interrelated because they all contribute to the effective personal and professional functioning of recruits. ○ Effective functioning will, in turn, enhance productivity and induce labour and other cost savings

3. THE RESEARCH OBJECTIVES, DESIGN AND PROCEDURE

The calculation of the Conflict Management, Assertiveness, Stress Management and Substance Dependency's ROI formed part of a comprehensive study of the effect of the Self-Management Programme. This research, entitled the "Evaluation of Personnel Capacity-Building Programmes 2 (EPCaP2) study, dealt with two basic but interrelated issues. These were the *effect* of the programme and the *benefits* that were derived from this intervention. Only some of the main elements of this study will be discussed next.

3.1 AIM AND HYPOTHESIS

The primary aim of EPCaP2 was to determine the effect of the programme on the knowledge, attitudes and behaviour (KAB) of SAPS recruits, as well as the programme's return on investment coefficient. In this article, the focus will be *only* on the ROI facet of the research. It is, therefore, intended to test the hypothesis that the human relations and health maintenance components of the Self-Management Programme would provide a positive return on investment.

3.2 RESEARCH DESIGN

In the effect-measurement part of the study use was primarily made of the experimental research design. This was supplemented by a substantive literature study, the analysis of other available data and focus group sessions.

3.3 PROCEDURE

The research process consisted of five phases. These were a literature study, the pilot study, the main study, the use of focus groups to ascertain the modules' long-term effect, the calculation of the modules' return on investment coefficient (ROI) and the completion of the research reports.

3.3.1 Phase 1: The literature study

The first phase focused on the analysis of existing literature on the nature of Self-Management Programmes, the needs of the adult learner, effect measurement, ROI measurement and indicators of personnel functioning. The results were used especially in the development of the questionnaires and in the ROI analysis.

3.3.2 Phase 2: The pilot study

In the second phase, questionnaires were developed that were based on the literature study, a previous research project into the effect of similar interventions and the contents of the newly constituted modules of the Self-Management Programme. These new questionnaires were evaluated by a panel of experts. This panel consisted of three social work lecturers, two police social workers and one psychology lecturer. The panel discussions took the form of focus group sessions in which the questionnaires were evaluated and recommendations for modification were made.

The concept questionnaires were subjected to a comprehensive pilot study that was undertaken during the July 2004 presentation of the Self-Management Programme to SAPS recruits. It involved a total of 131 randomly selected respondents from four platoons in Oudsthoorn and four in Pretoria.

The data that was produced by the pilot study were analysed with the help of inferential statistics and used as a basis, where necessary, to reformulate the questionnaires.

3.3.3 Phase 3: The main study (short and long-term effect)

The main empirical study took place from 24 to 29 January 2005. In total, an experimental group of an average of 400 members and a control group of 120 participants (i.e. a 12% sample) were mobilised. They were drawn from various SAPS training centres throughout the country (see Articles 2 & 3). The net effect of each module was measured with the aid of various module specific scales and through the use of Cohen's formula for the calculation of effect size (i.e. *d*-value).

Follow-up, focus-group sessions were then held in August 2005. The sessions dealt mainly with the long-term effect of the modules on the personal and professional functioning of the participants. The results were linked to the 'Relevance of the training' scale that forms part of the KAB questionnaire. Through it, it was ascertained that the intervention did indeed bring about a lasting change in the recruits' knowledge, attitudes and especially behaviour.

3.3.4 Phase 4: The measurement of the return on investment (ROI)

The measurement of the Self-Management Programme's ROI commenced once the results of its effect measurement became known and the focus group sessions were completed. In it, use was made of the very extensive measurement framework and formulas that were developed by Meyer *et al.* (2003). This was, especially in the case of the measurement of benefits, supplemented by the formulas and results achieved by the programmes' effect measurement and the findings of other studies.

The ROI analyses covered three broad issues. These were the costs involved in the service, the benefits derived from it and the results that were achieved. The latter not only took the form of a return on investment (ROI) analysis, but also the calculation of the programme's net present value (NVP), its payback period, its internal rate of return (IRR), the learning cost per recruit and a cash flow statement.

3.3.5 Phase 5: The presentation of results

The last phase of the research process consisted of the drawing up of various research and related reports.

3.4 EXPERIMENTAL SUBJECTS

On average, the experimental group per module consisted of 400 and the control group of 120 participants. The samples represented 12.03% of the total population of 4 249 students. This sample is in line with the requirements set by Stoker (in Strydom & Venter, 2002:201).

All the participants were selected on a stratified random basis (cf. Strydom, 1999:66,70). The experimental group was stratified according to geographical area. In it, four platoons were from the more southerly Oudtshoorn Basic Training Provision Institution (BTPI), six platoons from the northerly Pretoria and Jakkalsdans BTPI's and four platoons from the Bisho BTPI in the eastern part of the country. The control group was from the other three SAPS BTPI's at Philippi, Graaff-Reinet and Chatsworth (the programme was presented to them a week after that of the

experimental group). Of the fourteen presenters who presented the programme to the selected platoons, eleven completed the 'Presenter's evaluation questionnaire'.

In addition to the experimental and control groups, eight focus groups consisting of a total of 91 recruits were utilised to ascertain the long-term effect of the modules. Availability sampling was used to select the participants from police stations in the more northerly Gauteng Province and the Western Cape Province. All the participants had completed the Self-Management Programme during January 2005, but were not necessarily respondents in the main empirical study.

3.5 MEASURING INSTRUMENTS

Three categories of measuring instruments, viz. the KAB questionnaires, a presentation evaluation questionnaire and a presenter's evaluation questionnaire were utilised during the research.

- The KAB questionnaires were designed by the researcher. It was aimed at measuring the programme's impact on the participants' knowledge (objective as well as subjective), attitude and behaviour (KAB) and was completed before and after the intervention. A programme value scale was included in the post-test, enabling the experimental group to evaluate the value of each module.
- The presentation evaluation questionnaire that was utilized successfully during a previous EPCaP study (Huisamen, 2003:24), was used throughout the new research project. The instrument consisted of 23 items and focused on the participants' experience of the presenters' presentations, as well as the learning experience and the programme content.
- The presenter's evaluation questionnaire covered the same issues that were dealt within the presentation evaluation questionnaire. In addition, it accorded the presenters the opportunity for written comments and recommendations.
- In order to enhance the measurements and bridge potential shortcomings in the instruments, all the data/measurements were triangulated (cf. Bryman, 2003; Hilton, 2002; Mark, 1996; Patton, 2002).

3.6 PROCEDURES AND FORMULAS USED IN DATA ANALYSIS

The effects measurements were analysed in conjunction with the Statistical Consultation Services of the North-West University, Potchefstroom Campus and with the aid of the SAS computer package (SAS Institute Inc., 1999). It included the calculation of each scale's Cronbach alpha in order to determine their reliability (Gravetter & Forzano, 2003:455) and the use of the Cohen formula for the measurement of effect sizes (Cohen, 1988: 20-27; Steyn, 2000:1-3).

In the case of the ROI measurements, use were made primarily of the comprehensive Microsoft Excel based ROI framework and formulas that were developed by Meyer *et al.* (2003). This was augmented by the views and formulas developed by various authors (cf. Davidove & Schroeder, 1992:70-71; Goldwasser, 2001:82-88; Moonen, 2003:147-165), the results achieved with the modules' effect measurements and the findings of other studies.

In the following presentation of the ROI analysis, the calculation of the modules' costs, benefits and return on investment will be dealt with separately.

4. THE COST OF THE MODULES

In order to calculate the cost involved in the development and presentation of the four selected modules, the expenditure items were divided into five categories. These are the cost of the gap analysis, the design and development of learning material, the facilitation costs, the assessment and evaluation costs and the fixed costs of training. The input assumptions on which all these calculations were based, are provided in Worksheet 1.

WORKSHEET 1: INPUT ASSUMPTIONS OF THE FOUR MODULES

INPUT ASSUMPTIONS AND RESULTS	YEAR 1 (2004/05)	YEAR 2 (2005/06)	YEAR 3 (2006/07)
1. Number of recruits expected to do the programme per annum ⁽¹⁾	8,538	11,000	11,000
2. Number of productive weeks per annum ⁽²⁾	48		
3. Number of productive hours per week	40		
4. Annual organisational turnover per employee			
a. Number of employees in the organisation ⁽³⁾	140,857	146,857	152,857
b. Annual personnel budget of the organisation ⁽⁴⁾	R 24,572,903,000	R 27,275,922,000	R 30,276,273,000
5. Average personnel cost per employee ⁽⁵⁾	R 119,000	R 124,950	R 131,198
6. Current interest rate	5%		
7. Number of courses presented per annum	2		
Results			
8. The number of productive hours per employee per annum are:	1,920		
9. The employee turnover per hour is:	R 91	R 97	R 103
10. The employee cost per hour is:	R 62	R 65	R 68
Notes:			
(1) Recruits: 2004/5 = 2 intakes @ average of 4269 per intake . 2005-2007 = 2 intakes p.a. @ average of 5500 per intake.			
(2) 52 week minus 4 week annual leave			
(3) Net increase estimated at 6000 employees per annum (from base of 134857 in 2003-04)			
(4) Annual increase estimated at 11% (see 2005-2010 Strategic Plan) from 2003-04 baseline of R16 600 180 000			
(5) 2004-05 cost per employee of R119,000 at an estimated cost increase of 5% per annum			

The inputs by the work teams that developed the four module's were an important cost item. These teams consisted of social workers from different provinces that were viewed as experts in their field. The teams were gathered in a central location in Pretoria to design, develop and finalise the programme. In this process, the organisation's existing Personnel Capacity-Building Programmes were used as a basis.

The cost of some items (e.g. the presenter's guide) was spread over all nine modules that make up the Self-Management Programme. In order to calculate the cost per module, a system of 'module weights' was designed. It used the time spent on presenting the module as a percentage of the total length of the programme as a basis. In this study, the weights of the modules were: Module 4 = 5%; Module 5 = 5%; Module 7 = 20% and Module 8 = 20%.

Because the recruits were full-time students, it was not possible to use a loss of production time as a cost item. This will naturally tend to increase the modules' return on investment coefficient above and beyond that of workshops presented to full-time employees.

4.1 THE COST OF THE GAP ANALYSES

The "gap" in the gap analysis refers to the difference between the recruits' competence levels before the start of the programme and the competency level required by the organisation of its permanent personnel (cf. Meyer *et al.*, 2003:158). Because each batch of new recruits represents new additions to the organisation's personnel complement, it is not possible to measure their competency levels before the start of the programme. It had to be assumed that they will exhibit the same levels that are prevalent among existing personnel (see Table 1: Assumption 1). These levels were measured during the previous EPCaP1 study. The results were juxtaposed with the required profile of a resilient employee as formulated by Stutterheim and Weyers (2002:5). It entails that SAPS personnel should exhibit social competencies, problem-solving skills, autonomy, a sense of purpose and future, and a sense of pride. The difference between these two profiles was the gap that had to be bridged by the Self-Management Programme.

The gap analysis was done by the task teams that developed the modules. As a first step in this process, a summary of the results of the EPCaP1 study was presented to the task team members and its implications were explained in some detail. This was followed by an explanation of the outcomes that should be achieved with the new Self-Management Programme. They then had to formulate the content of the programme's modules in such a way that it would bridge the gaps that existed between the recruits' presumed competency levels and that required by the organisation.

The costs involved in the completion of the gap analyses are summarised in Worksheet 2.

WORKSHEET 2: GAP ANALYSIS COST OF THE FOUR MODULES

ITEM ⁽¹⁾	MODULE 4: CONFLICT MANAGEMENT		MODULE 5: ASSERTIVENES S		MODULE 7: STRESS MANAGEMENT		MODULE 8: SUBSTANCE DEPENDENCY	
	Hours	Cost	Hours	Cost	Hours	Cost	Hours	Cost
Number of task team members involved	30		30		30		30	
Costing ⁽²⁾	Hours	Cost	Hours	Cost	Hours	Cost	Hours	Cost
Hours taken to do the gap analysis	0.2	R761.88	0.2	R761.88	0.8	R3047.52	0.8	R3047.52
Hours taken to prepare the gap analysis	0.8	R54.80	0.8	R54.80	3.2	R219.20	3.2	R219.20
<i>Total cost of gap analysis</i>		R816.68		R816.68		R3266.72		R3266.72

4.2 THE COST OF THE LEARNING MATERIAL

The cost of the learning material entailed the expenditure incurred in its design and development of the material, as well as its duplication. The design and development was mostly done by the

task teams. Therefore, items such as their travel cost and time are included. The design of the transparencies was outsourced to an external organisation. This cost is also covered in Worksheet 3.

The duplication costs cover those of the presenter's guide, the recruits' workbooks, the transparencies, handouts and other presentation material and aids. All these costs are summarised in Worksheet 3.

WORKSHEET 3: COST OF THE FOUR MODULES' LEARNING MATERIAL (INCLUDING DESIGN AND DEVELOPMENT)

ITEMS	MODULE 4: CONFLICT MANAGEMENT	MODULE 5: ASSERTIVENES S	MODULE 7: STRESS MANAGEMENT	MODULE 8: SUBSTANCE DEPENDENCY
SUMMARY: COST OF ALL THE LEARNING MATERIAL				
1. Cost: design & development of module (<i>Item 7</i> × <i>Item 8</i>)	R 4,825	R 4,825	R 19,301	R 19,301
2. Cost: design, development & duplication of transparencies and presenter's guide (<i>see Item 9</i>)	R 1,776	R 1,776	R 7,106	R 7,106
3. Average cost: material duplication per recruit (<i>see Item 12</i>)	(R 2)	(R 2)	(R 3)	(R 3)
4. Total cost of material for recruits	R 17,076	R 17,076	R 25,614	R 25,614
<i>Total cost of learning material</i>	R 23,678	R 23,678	R 52,021	R 52,021
◆ Development of learning material				
5. Time taken to develop the module per module-hour ⁽¹⁾	19	19	19	19
6. Ratio between 1 hour student activity and development.	19	19	19	19
7. Estimate total learning time of module	6	2	2	2
8. Estimated cost per hour for design & development (@ Hourly rate = R127)	R 2,413	R 2,413	R 2,413	R 2,413
◆ Courseware material				
9. Design, development & duplication of transparencies and presenters guide ⁽²⁾	R 1,776	R 1,776	R 7,106	R 7,106
◆ Material duplication				
10. Number of units (books/ files) per user	1	1	1	1
11. Cost per unit	R 2.00	R 2.00	R 3	R 3
12. Average cost per user ⁽³⁾	R 2.00	R 2.00	R 3	R 3

Notes:

- (1) Task teams took 600 person-hours to customise the programme. An additional 160 hours were spent to finalise the product. Total: 760 hours @ 19 hours per module hour
- (2) Design of transparencies = R 9 400. Duplication of transparencies = R 89 000. Duplication of presenter's guide (250 pages x 131 presenters x R 0.25 per page) = R 8 188. Total = R 106 588. *Formula:* total x module's weight ÷ 3 (expected lifespan per transparency and guide)
- (3) Programme's workbooks and handouts = 60 page per recruit x R 0.25 per page = R15. *Formula:* R15 x module weight.

4.3 THE COST OF THE PRESENTERS AND THE RECRUITS

The next category of expenditure was the cost of having the social workers present the Self-Management Programme to the recruits over a five day period. At the time of the study, the basic training of recruits took place at seven SAPS Basic Training Provision Institutions (BTPI's). It involved 131 presenters and a total of 4249 recruits. The breakdown of BTPI's, presenters and recruits was the following:

- Pretoria: 55 presenters - 1978 recruits
- Oudtshoorn: 15 presenters - 374 recruits
- Bisho: 24 presenters - 783 recruits
- Graaff-Reinet: 10 presenters - 347 recruits
- Chatsworth: 4 presenters - 143 recruits
- Philippi: 17 presenters - 455 recruits
- Jakkalsdans: 6 presenters - 169 recruits

The cost of having the social workers present the modules entailed the following five items (see Worksheet 4):

- The hourly rate to run the module was calculated at R63.
- The accommodation cost of having 110 of the presenters stay overnight in the town where the BTPI was located, was included. On average, it worked out at R251 per presenter per night for the total of 131 presenters.
- Only the 110 presenters who stayed overnight received a daily allowance of R59.50. This averaged out at R49.96 for the group as a whole
- Some of the social workers from Head Office in Pretoria also had to present the modules in Cape Town (Philippi) and Bisho. The expenditure on their air tickets (total: R18 787) was included in the travel costs, as was the average of R30 per day for the social workers who travelled by car.
- Other cost items included subsistence and meals.

The only cost item that was included for recruits was their accommodation (see Worksheet 4). The module's weight was used to determine what percentage of their fixed daily accommodation cost of R22.50 would be included. Because recruits only formally travel to and from a BTPI once in six months, travelling costs per module worked out to an insignificant amount and was, therefore, excluded. Recruits do not receive a daily allowance. Increases in the cost for recruits are based on the prediction that the annual number of trainees will increase from 8 538 in 2005 to 11 000 in 2006 and 2007.

All the costs per module were calculated in terms of that module's weight (see Worksheet 4).

WORKSHEET 4: FACILITATION AND RECRUIT COST OF THE FOUR MODULES

MODULE 4: CONFLICT MANAGEMENT				
	Cost	Year 1	Year 2	Year 3
Cost of the presenters				
Cost to run 2 hour module	R 16,375			
Accommodation cost	R 8,210			
Travel costs	R 1,136			
Daily allowance	R 1,636			
Total cost for the module	R 27,357			
<i>Cost to present the module two times per annum =</i>		R 54,715	R 54,715	R 54,715
Cost of the recruits				
Accommodation cost	R 6	R 24,013	R 30,938	R 30,938
<i>Cost to receive the module two times per annum =</i>		R 48,026	R 61,875	R 61,875
MODULE 5: ASSERTIVENESS				
	Cost	Year 1	Year 2	Year 3
Cost of the presenters				
Cost to run 2 hour module	R 16,375			
Accommodation cost	R 8,210			
Travel costs	R 1,136			
Daily allowance	R 1,636			
Total cost for the module	R 27,357			
<i>Cost to present the module two times per annum =</i>		R 54,715	R 54,715	R 54,715
Cost of the recruits				
Accommodation cost	R 6	R 24,013	R 30,938	R 30,938
<i>Cost to receive the module two times per annum =</i>		R 48,026	R 61,875	R 61,875
MODULE 7: STRESS MANAGEMENT				
	Cost	Year 1	Year 2	Year 3
Cost of the presenters				
Cost to run 2 hour module	R 65,500			
Accommodation cost	R 32,842			
Travel costs	R 4,546			
Daily allowance	R 6,545			
Total cost for the module	R 109,432			
<i>Cost to present the module two times per annum =</i>		R 218,865	R 218,865	R 218,865
Cost of the recruits				
Accommodation cost	R 23	R 96,053	R 123,750	R 123,750
<i>Cost to receive the module two times per annum =</i>		R 192,105	R 247,500	R 247,500
MODULE 8: SUBSTANCE DEPENDENCY				
	Cost	Year 1	Year 2	Year 3
Cost of the presenters				
Presenter/s cost per hour to run module	R 65,500			
Accommodation cost	R 32,842			
Travel costs	R 4,546			
Daily allowance	R 6,545			
Total cost for the module	R 109,432			
<i>Cost to present the module two times per annum =</i>		R 218,865	R 218,865	R 218,865
Cost of the recruits				
Accommodation cost	R 23	R 96,053	R 123,750	R 123,750
<i>Cost to receive the module two times per annum =</i>		R 192,105	R 247,500	R 247,500

4.4 THE COST OF THE ASSESSMENT AND EVALUATION

The assessment costs encompassed the costs of developing the KAB and other questionnaires, the duplication of these questionnaires, the measurement of programme effect, the analyses and interpretation of data, and the completion of the ROI study. The assessors were the two researchers that undertook the study. All the hours required to enable them to fulfil their task (including the capturing of the data) are also included in Worksheet 5. Because the assessment and evaluation will only be done once every three years, the cost involved is spread over this period.

WORKSHEET 5: ASSESSMENT COST OF THE FOUR MODULES

ITEM <i>(Assessments done by means of KAB-analysis)</i>	MODULE 4: CONFLICT MANAGEMENT		MODULE 5: ASSERTIVENES S		MODULE 7: STRESS MANAGEMENT		MODULE 8: SUBSTANCE DEPENDENCY	
	Hours	Cost	Hours	Cost	Hours	Cost	Hours	Cost
Assessors rate per hour		R 62		R 62		R 62		R 62
Pre-assessment – The average time it took the assessor to assess each recruit ⁽¹⁾	0.0028	*	0.0028	*	0.011	R 1	0.011	R 1
Post-assessment - The average time it took the assessor to assess each recruit ⁽²⁾	0.003	*	0.003	*	0.012	R 1	0.012	R 1
Moderators rate per hour		R 62		R 62		R 62		R 62
The average time it took the moderator to assess each recruit ⁽³⁾	0.0005	*	0.0005	*	0.0018	*	0.0018	*
<i>Total</i>		< R1		< R1		R2		R2

The evaluation of the modules was done by the focus groups. The cost incurred is covered by Worksheet 6. It includes those of the four facilitators, the 93 group members and the two evaluators (researchers).

WORKSHEET 6: EVALUATION COST OF THE FOUR MODULES

ITEM <i>(Evaluations done by means of focus-group sessions)</i>	MODULE 4: CONFLICT MANAGEMENT T		MODULE 5: ASSERTIVENES S		MODULE 7: STRESS MANAGEMENT T		MODULE 8: SUBSTANCE DEPENDENC Y	
	Hours	Cost	Hours	Cost	Hours	Cost	Hours	Cost
Hourly rate of focus group facilitators who conducted the evaluation ⁽¹⁾		R64		R64		R64		R64
Hours spent on focus groups ⁽²⁾ <i>plus</i> hours spent on processing and interpretation of focus group data ⁽³⁾	0.0004	R *	0.0004	R *	0.0014	R *	0.0014	R *
<i>Total</i>		< R1		< R1		< R1		< R1

* All fractions are normalised to nearest R1 or R0. Although some costs are too small to reflect in the worksheet, they are large enough to reflect in the final ROI calculations and cash flow statement.

Notes:

(1) Includes hourly rate and travelling costs for 869 km.

(2) Hours spent on focus groups: 192 hours (8 sessions x 6 hours x 4 facilitators) ÷ 30,538 recruits (over 3 years) x module weight

(3) 5 hours per module x 2 researchers ÷ 30,538 recruits (over 3 years) x module weight

4.5 THE FIXED COSTS

Because the Basic Training Provisioning Institutions (BTPI's) are the property of the SAPS, the normal fixed cost associated with training such as the cost of floor space (cf. Meyer *et al.*, 2003:106-108) is not applicable to this ROI study. Police Social Work Services is also not accountable for costs involved in the purchasing and maintenance of equipment such as overhead projectors and flipcharts or the stationary used by the recruits. However, to accommodate these types of costs in the calculations, it was estimated that in normal practice it would be R100 000 for the Self-Management Programme over a three year period. The cost per module per year that was calculated on this basis is covered by Worksheet 7.

WORKSHEET 7: FIXED COSTS INVOLVED IN THE PRESENTATION OF THE FOUR MODULES

ITEM <i>All costs provided in terms of Rand (R)</i>	MODULE 4: CONFLICT MANAGEMENT	MODULE 5: ASSERTIVENES S	MODULE 7: STRESS MANAGEMENT	MODULE 8: SUBSTANCE DEPENDENCY
	Cost	Cost	Cost	Cost
Total per module	R 1,667	R 1,667	R 6,667	R 6,667

4.6 THE TOTAL COSTS OF EACH MODULE

All the data contained in Worksheets 2 to 7, as well as the assessment and evaluation costs were used to calculate the total cost of each module. The results are contained in Table 2.

TABLE 2: THE TOTAL COSTS OF EACH OF THE FIVE MODULES

MODULE 4: CONFLICT MANAGEMENT				
<i>Year-on-Year Cost</i>	<i>Initial cost</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>
Gap Analysis	R 817			
Learning material	R 23,678			
Cost of presenters		R 54,715	R 54,715	R 54,715
Cost of recruits		R 48,026	R 61,875	R 61,875
Assessment (<i>All role-players</i>)		R 3,334	R 4,295	R 4,295
Evaluation (<i>All role-players</i>)		R 219	R 282	R 282
Fixed Costs		R 1,667	R 1,667	R 1,667
<i>Total cost of presenting the module</i>	R 24,494	R 107,960	R 122,833	R 122,833
MODULE 5: ASSERTIVENESS				
<i>Year-on-Year Cost</i>	<i>Initial cost</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>
Gap Analysis	R 817			
Learning material	R 23,678			
Cost of presenters		R 54,715	R 54,715	R 54,715
Cost of recruits		R 48,026	R 61,875	R 61,875
Assessment (<i>All role-players</i>)		R 3,334	R 4,295	R 4,295
Evaluation (<i>All role-players</i>)		R 219	R 282	R 282
Fixed Costs		R 1,667	R 1,667	R 1,667
<i>Total cost of presenting the module</i>	R 24,494	R 107,960	R 122,833	R 24,494
MODULE 7: STRESS MANAGEMENT				
<i>Year-on-Year Cost</i>	<i>Initial cost</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>
Gap Analysis	R 3,267			
Learning material	R 52,021			
Cost of presenters		R 218,865	R 218,865	R 218,865
Cost of recruits		R 192,105	R 247,500	R 247,500
Assessment (<i>All role-players</i>)		R 13,124	R 16,908	R 16,908
Evaluation (<i>All role-players</i>)		R 765	R 986	R 986
Fixed Costs		R 6,667	R 6,667	R 6,667
<i>Total cost of presenting the module</i>	R 55,288	R 431,525	R 490,925	R 490,925
MODULE 8: SUBSTANCE DEPENDENCY				
<i>Year-on-Year Cost</i>	<i>Initial cost</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>
Gap Analysis	R 3,267			
Learning material	R 52,021			
Cost of presenters		R 218,865	R 218,865	R 218,865
Cost of recruits		R 192,105	R 247,500	R 247,500
Assessment (<i>All role-players</i>)		R 13,124	R 16,908	R 16,908
Evaluation (<i>All role-players</i>)		R 765	R 986	R 986
Fixed Costs		R 6,667	R 6,667	R 6,667
<i>Total cost of presenting the module</i>	R 55,288	R 431,525	R 490,925	R 490,925

5. CALCULATING THE BENEFITS OF THE MODULES

Because the SAPS is a service organisation, it was not possible to use direct income generation or financial profit as a basis for the calculation of the Self-Management Programme's ROI. Instead, two other categories of benefits were used. They are increases in *productivity* (in especially the quality of services) and *labour and other cost savings* that will be brought about by the modules.

There are many different ways in which the nature of *productivity* can be defined. In a commercial setting, it would be “ the amount of output per unit of input (labour, equipment, and capital) (Wikipedia, 2005). In the service sector it is most often defined as the *quality of production* from a set of inputs (Turner Learning, 2005). Due to the context within which the calculation of the modules' ROI took place, and in order to counteract any possible association with commercialism, it was decided rather to use '*quality of service*' than productivity as a descriptor for the improvements that could be brought about by the modules. In this case, it will be seen as the “ additional output (that) can be achieved with the same level of effort” (Shepherd, 2005). This facet of productivity is dealt with in *Section A* of Worksheets 8a and 8b.

There is, however, also a second basic way in which improved productivity can be defined. That is in terms of *cost savings*. Such savings can be realized in any segment or function of an organisation (Shepherd, 2005). In the service sector, it is usually realized in terms of personnel, operations and time savings. This facet of productivity is dealt with in *Section B* of Worksheets 8a and 8b.

The factors that could lead to improvements in the quality of a service and to cost savings were used to develop a matrix of criteria. This matrix is provided in Table 3.

TABLE 3: MATRIX OF QUALITY IMPROVEMENT AND COST-REDUCTION CRITERIA

	PERSONNEL (‘LABOUR’)	OPERATIONS (‘METHODS’) AND TIME	OUTCOMES (‘PRODUCTS’)
IMPROVEMENTS IN QUALITY OF SERVICE	<ul style="list-style-type: none"> • Improved morale • Improved decision-making • Improved work behaviour • Improvement in employee quality of life and wellbeing • High employee motivation • Improved social functioning and self-esteem • Reinforced job security and stability at work • Improved job satisfaction • Improved teamwork, and supervisor and peer relationships • Increased organisational commitment • Reduction in the negative effect of personal and family problems 	<ul style="list-style-type: none"> • Improved job performance and worker productivity • Improved response time to requests • Increase in the number of requests handled • Increased time spent on value-adding tasks (e.g. to resolve complaints/ process requests) • Decrease in rework/redo time • Decrease in the number of errors • Decrease/elimination of tardiness 	<ul style="list-style-type: none"> • Meeting the social responsibility of the organisation • Benefit the community's overall well-being • Saved lives and families • Increased customer dissatisfaction • Enhanced corporate reputation and image (internal and external) • Improved management-union relations
LABOUR AND OTHER COST SAVINGS	<ul style="list-style-type: none"> • Reduced employee turnover • Reduced replacement costs • Recruitment costs • Reduced training/ retraining cost • Reduced absenteeism • Reduced medical benefit claims/ healthcare costs • Reduced disability claims • Reduced workers compensation costs (including: days of lost work and "light duty" work) • Reduced discharges • Reduced early retirements • Reduced damage to employer's property, fraud, theft and embezzlement 	<ul style="list-style-type: none"> • Reduced production lost due to sickness • Reduced production lost due to sick leave • Reduced production lost due to visits to medical practitioners • Reduced production lost due to grievances • Reduced production lost due to disciplinary actions • Reduced production lost due to conflict and bullying • Reduced production lost due to inappropriate use of supervisors time • Negative workflow • Reduced production lost due to on-the-job accidents • Reduced production lost due to time required to fill vacant positions 	<ul style="list-style-type: none"> • Reduction of co-worker and supervisory anxiety

Based on: Orren (2004:74)

Table 3 contains the criteria that any service organisation could use to calculate the value of an intervention programme. It entails the following:

- The vertical axis contains the two categories of ‘improvements in the quality of services’ and the ‘labour and other cost savings’.

- The horizontal axis represents the three production factors, viz. personnel (i.e. 'labour'), operations ('methods') and time, and outcomes (i.e. 'products').
- Each field includes examples of the measures that are available and could be used in calculating ROI's.
- Note should be taken of the fact that a direct Rand value can only be assigned to some of these factors.

The way in which the criteria contained in Table 3 could translate into actually improved quality of service and cost savings in the SAPS will be discussed next. The exposition will also contain the general suppositions on which the calculations will be based.

5.1 GENERAL SUPPOSITIONS

The benefits and the ROI of each of the modules will be dealt with separately. All these calculations will be based on the following general suppositions:

- That the total number of 148 970 personnel as stipulated in the 2004/05 Annual Report of the SAPS (2005:7) could be used as a basis for further calculations and the measurement of indicators. Although there has been a marked increase in personnel since that date, it ought not to have a significant effect on the indicator measurements.
- That an average of 8000 new recruits will undergo the Self-Management training in 2004/5 (the period covered in this study) and that they will increase by 3000 a year from 2005/6 to 2006/7. Although this supposition represents an underestimation in terms of the SAPS strategic plan (SAPS, 2005:22), it is in line with the general conservative approach that will be followed in the calculation of the modules' ROI.
- That there will be a general 10% escalation in all cost items per year. This will especially be due to inflation plus the growth in the number of personnel of the SAPS.
- That the cost-items that are not included in the calculation will, at the least, compensate for any overlapping that might exist between the cost-items that will be used in the measurement.
- That the results of the effect measurements and especially the value and relevance rating of modules (see Articles 2 & 3) can be used as a basis for the calculation of benefits.
- That the calculation of some individual benefits could be flawed. They do, however, indicate a trend and, if the original calculations were done conservatively, would not produce skewed results. Any small overestimation will be compensated for by the fact that it would be practically impossible to cover all possible indicators in the calculation of a module's benefits.
- That Module 5: Assertiveness fulfils an enabling function in the Self-Management Programme. It, therefore, provides the knowledge, attitudes and behaviour patterns that are a prerequisite for successful conflict management, stress management and substance dependency awareness. The consequence is that the benefits and ROI of this module will not be calculated. Its cost will, however, be included in the calculation of the Self-Management Programme's overall ROI (see Section 9).

5.2 PERSONNEL SAVING

Personnel is usually the highest cost item on a service organisation's balance sheet. This is also the case in the SAPS (cf. SAPS, 2005). If any form of savings in terms of personnel can be achieved by implementing an intervention, it would obviously contribute to the improvement of the cost-output ratio of an organisation. It should, therefore, be included in the ROI analysis.

In this study, the calculation of personnel cost saving will focus on the direct measurable costs involved. Use will, consequently, be made of staff turnover as the main cost item. In this regard, it will be accepted as a rule of thumb that the cost of replacing a skilled employee is equal to 150% of that individual's annual compensation (DMI, 2001).

5.3 TIME SAVING

Time savings deal with the monetary value of the time saved as a result of the changed behaviour of the recruits after having completed the modules. In order to calculate this, the average production time that is lost due to certain behavioural patterns and that could have been used for value adding activities will be costed. These calculations will include production losses due to absenteeism, sick leave, grievance procedures and conflict.

In the literature, time savings are usually associated with some form of decrease in *absenteeism* and *presenteeism*.

In order to calculate *absenteeism* related savings, the average number of days absent after the intervention will be subtracted from the pre-intervention absenteeism rate (Orren, 2004:65-66). This net number of days gained will then be multiplied by the average daily cost of a staff member (including his/her salary and benefits). In this regard, the employee cost represents the value of the job of that employee to the organisation and can, therefore, be "... used as a gross estimate of the cost to the company when the employee is absent" (Foote *et al.* in Orren, 2004:66).

On average, it is estimated that the hourly cost of absenteeism is equal to 130% of a skilled employee's hourly cost. The formula that was used to come to this conclusion is the following:

- ◆ Cost of absenteeism = average hourly cost of employee x hours lost +
lost supervisory time handling absenteeism (filling out paperwork,
etc.) x
average hourly cost of supervisor (cf. DMI, 2001).

In order to calculate an organisation's absenteeism rate, Barnes-Slater & Ford (2004) suggest that the following formula should be used:

- ◆ Absenteeism rate =
$$\frac{\text{Number of lost working days due to absence}}{\text{Number of personnel} \times \text{Number of workdays}} \times 100$$

'Presenteeism' refers to the loss of productivity that occurs when employees are at work but not fully functioning or when they are working at less than their full capacity (Bagwell, 2000:142). Presenteeism includes the production time that is lost when employees talk to external systems or colleagues about their personal problems or related issues. The cost of presenteeism is calculated on the same basis as that of absenteeism.

5.4 OPERATIONAL SAVINGS

Direct operational savings will entail any reduction in negative workflow that will result from the improved functioning of personnel. The nature of these savings is module specific and dealt with in some detail in the calculation of each module's benefits (see Worksheets 8a & 8b).

6. THE BENEFITS AND ROI OF THE CONFLICT AND STRESS MANAGEMENT MODULES

In order to streamline the presentation and prevent the unnecessary duplication of data, the benefits and ROI of two closely related modules will be combined. They are Conflict Management (module 4) and Stress Management (module 7).

This section will cover three interlinked issues. They are the modules' (a) benefits, (b) return on investment (ROI), net present value (NPV), payback period, internal rate of return (IRR), learning cost per recruit and (c) the cash flow statement.

6.1 THE MODULE'S BENEFITS

The two categories of benefits that were used in the calculation of the modules' ROI, viz. *improvements in the quality of services* (Section A) and *labour and other cost savings* (Section B), are dealt with in two separate sections of the benefits worksheet (see Worksheet 8a). Section A is subdivided into three variables viz. the expected number of recruits that would be affected (Variable 1), the percentage improvement that could be expected (Variable 2) and the estimated extent to which the improvement will translate into an improved quality of service (Variable 3). In this context "quality of service" will especially encompass the ability to utilise opportunities, realize potential, process tasks efficiently and effectively and the prevention of re-tasking (cf. Lee, 1997: 33-38).

The summary of the module's benefits will first be provided in Worksheet 8a. This will be followed by an explanation of the grounds on which each variable's calculations were based.

WORKSHEET 8A: THE COMBINED BENEFITS OF THE CONFLICT AND STRESS MANAGEMENT MODULES

BENEFITS DERIVED FROM MODULE 4: CONFLICT MANAGEMENT AND MODULE 7: STRESS MANAGEMENT			
SECTION A: IMPROVEMENTS IN QUALITY OF SERVICE	Variable 1: Estimated % of target group that will be affected	Variable 2: Average % net value that will be utilized	Saving/ year/ recruit
Total number of recruits: 8,538 (2005); 11,000 (2006) & 11,000 (2007)	20%	4.69%	R 1,116
Total			R 1,116
Variable 3: Estimated extent to which value will translate into actual improvements in quality of service	4.84%		
Total yearly financial value of the improved quality of service	Year 1 (2005)	Year 2 (2006)	Year 3 (2007)
	R 230,919	R 297,506	R 297,506
SECTION B: LABOUR AND OTHER COST SAVINGS PER YEAR			
Variable 4: Projected Rand equivalent of stress/conflict induced staff turnover amongst recruits	R 11,566,800	R 12,723,480	R 13,995,828
Variable 5: Projected Rand equivalent of stress and conflict induced sick leave	R 10,713,600	R 11,784,960	R 12,963,456
Variable 6: Projected Rand equivalent of stress induced visits to medical practitioner	R 100,565	R 110,622	R 121,684
Variable 7: Projected Rand equivalent of conflict and stress induced grievances by recruits	R 283,712	R 312,083	R 343,292
Variable 8: Projected Rand equivalent of managers' time spent on conflict	R 9,523,200	R 10,475,520	R 11,523,072
Variable 9: Projected Rand equivalent of conflict (bullying) induced resignations among recruits	R 4,641,000	R 5,105,100	R 5,615,610
Variable 10: Projected Rand equivalent of negative workflow that results from conflict	R 214,200	R 235,620	R 259,182
Variable 11: Calculation of the net contribution of modules			
❖ <i>Average % net improvement in knowledge, attitudes and behaviour (KAB)</i>	30.42%	30.42%	30.42%
❖ <i>Estimated percentage (%) contribution that KAB will make to labour and cost savings</i>	10%	10%	10%
Total labour and other cost savings per year	Year 1 (2005)	Year 2 (2006)	Year 3 (2007)
	R 3,704,308	R 4,074,739	R 4,482,212
Total value of the module (Section A + Section B)	R 3,935,227	R 4,372,245	R 4,779,718

6.1.1 Section A: Improvements in Quality of Service

6.1.1.1 Variable 1: Estimated percentage of recruits that will be affected

A comprehensive study that was commissioned by the International Labour Organization and that covered various countries including Australia, the USA, the UK and the European Union found that between 25% and 30% of employees experienced stress and violence related illnesses and health problems (Hoel *et al.*, 2004:11-13, 43-52). Other studies, including that of Gabriel & Liimatainen (2000) and Lee (1997) have produced similar results. Although the high incidence of stress and conflict related problems in the SAPS (see Articles 2 & 3) would probably place its personnel on the higher end of the scale, it was decided to follow the conservative route and limit the impact rate to 20%.

6.1.1.2 Variable 2: Average percentage net value ascribed to the intervention

The study into the effect of the Conflict and Stress Management modules contained a scale that dealt exclusively with the contribution that these modules will make to the improvement in the recruits' quality of service (see Articles 2 & 3). The result of these "Value of the module" scales (Scale 5) measurement could, therefore, be used in Variable 2: "Average % net value ascribed to the intervention". The formula that was used to arrive at a net average value rating of 46.9% is depicted in Table 4.

TABLE 4: THE VALUE OF MODULE 4: CONFLICT MANAGEMENT AND MODULE 7: STRESS MANAGEMENT

VALUE OF MODULE 4: CONFLICT MANAGEMENT AND MODULE 7: STRESS MANAGEMENT			
Module 4: Conflict Management	Middle of scale	Mean	Net % above average
• Scale 5 (Value)	2.5	3.6	44.1%
Module 7: Stress Management	Middle of scale	Mean	Net % above average
• Scale 5 (Value)	2.5	3.75	49.68%
<i>Average</i>	2.5	3.675	46.9%

The net % above average value of 46.9% (Table 4) was further discounted by a factor of ten. It would, therefore, imply that of the 20% recruits who will experience serious stress and conflict related problems and viewed the modules as of great value, only one in ten would actually use these ascribed values in their lives.

6.1.1.3 Variable 3: Estimated percentage contribution to improvement of quality

Variable 3 is included in the calculation of a module's monetary benefits because not all the value derived from the intervention would necessarily translate directly into quality improvements. It also had to be relevant to the specific work environment and the recruits would have to apply the knowledge, attitudes and skills they have gained in their personal and work lives.

In the calculations, the result of the application of Scale 6: “Relevance of the module” (see Article 2) was used as a baseline. This came to an average of 48.46%. This figure was further discounted by a factor of ten. It would, therefore, imply that of the 20% of recruits who will experience serious stress and conflict related problems and the 4.69% of these who will use its potential value, only one in ten would be able to convert this potential value into an actual improved quality of service. This is well below the impact rate of between 10% to 40% that was measured by Alper (2002) for similar types of interventions but in line with the very conservative approach that was followed in calculating the Self-Management Programme’s ROI. This approach is aimed at ensuring that any form of misrepresentation is avoided.

TABLE 5: THE RELEVANCE OF MODULE 4: CONFLICT MANAGEMENT AND MODULE 7: STRESS MANAGEMENT

RELEVANCE OF MODULE 4: CONFLICT MANAGEMENT AND MODULE 7: STRESS MANAGEMENT			
Module 4: Conflict Management	Middle of scale	Mean	Net % above average
• Scale 6 (Relevance)	2.5	3.69	47.56%
Module 7: Stress Management	Middle of scale	Mean	Net % above average
• Scale 6 (Relevance)	2.5	3.73	49.36%
<i>Average</i>	2.5	3.71	48.46%

The results of the application of variables 1 to 3 indicated that the monetary value of improvements to the quality of services will come to:

- R 230,919 for 2005,
- R 297,506 for 2006
- R 297,506 for 2007 (see Worksheet 8a)

6.1.2 Section B: Labour and other cost savings

A total of seven variables or indicators were used to calculate potential labour and other cost savings. The procedure that was followed entailed the following:

- the Annual Report of the SAPS for 2004/2005 (SAPS, 2005) and, in some cases, the 2004/2005 Annual Report of the Independent Complaints Directorate (ICD, 2005) was used to obtain data on the personnel profile and trends in the SAPS,
- available social indicators and research findings was then utilised to identify and categorise the potential negative impact that stress and conflict could have on recruits and their work environment,
- this negative impact was then translated into monetary terms, and
- the savings that the modules could bring about in expenditure on each of the particular fields was then calculated.

6.1.2.1 Variable 4: Projected Rand equivalent of stress/conflict induced staff turnover amongst recruits

The baseline used in calculating the staff turnover costs for the SAPS was that 40% of employee turnover (death and retirement excluded) is related to stress (Lee, 1997:33-38) and that the cost of replacing a skilled employee is equal to 150% of that individual's annual compensation (DMI, 2001). This conservative estimate is based on the formula that total **cost of staff turnover** is *equal* to:

- total separation costs (administrative and production loss)
- *plus* total replacement costs (hiring cost and expenses)
- *plus* total training costs (orientation, formal training and trainers)
- *plus* net differential of performance between leaver and replacement (former worker production minus new worker production).

In calculating the SAPS's cost of conflict and stress induced staff turnover, use was made of the data available in the organisation's Annual Report (SAPS, 2005:166, Table 5.3). The results of the process as calculated for 2004/2005 is contained in Table 6.

TABLE 6: PROJECTED COST OF CONFLICT AND STRESS INDUCED TURNOVER AMONGST RECRUITS

ITEM	CALCULATION	RESULT
Total staff turnover (death, retirement & expiry of contract excluded):		2967 members
Percentage of total workforce effected:	$2967 \div 148970 \times 100 =$	1.99%
<i>Therefore:</i> expected recruit turnover per year:	1.9% of 8538 recruits =	162 recruits
Expected number of recruits that will leave due to stress and conflict:	40% of the 176 recruits =	64.8 recruits
Personnel cost involved:	70.4 recruits x average personnel cost of R119000 =	R 7 711 200
Replacement cost:	R 8 377 600 x 150% =	R11 566 800

6.1.2.2 Variable 5: Projected Rand equivalent of stress and conflict induced sick leave

The absenteeism costs that can be brought about by factors other than the 'normal' illnesses and personal circumstances of personnel can be enormous. The following findings of Barnes-Slater and Ford (2004), BSHWS (2000), Gabriel and Liimatainen (2000) and Hoel *et al.*, (2004) will be used as a basis in calculating the cost of stress and bullying induced sick leave for the SAPS:

- The absenteeism cost of a stressed employee is 5 *times* more than average absence for sick leave
- Work incapacity due to stress lasts 2.5 times longer than for other illnesses
- On average, 15% of the personnel of an organisation will be the victims of bullying. These personnel will take seven more sick leave days than those who were not sick. Therefore, bullying induced sick leave can be calculated as: 15% of workforce x 7 days x average worker cost per hour.

The cost of conflict and stress induced sick leave will first be calculated separately and then integrated (see Table 7). The latter step is necessitated by the fact that some overlapping exists between these two phenomena. In the calculations, the data in the SAPS's 2004/5 Annual Report (SAPS, 2005:175, Table 9.1) will be used as a basis.

TABLE 7: PROJECTED COST OF STRESS AND BULLYING INDUCED SICK LEAVE BY RECRUITS

SECTION A: STRESS INDUCED SICK LEAVE		
ITEM	CALCULATION	RESULT
Average number of days that SAPS personnel were off for sick leave in 2004/05 =		9 days ⁽¹⁾
Estimated average number of days for stress:	2.5 x 9 (organisational average) =	22.5 days
Net increase above organisational average:	22.5 - 9 days =	13.5 days
Estimated number of recruits that will suffer from excessive stress:	8000 x 20% =	1600 recruits
More sick leave of recruits than average:	1600 recruits x 10 days =	21600 days
Cost of stress induced sick leave:	21600 days x 8 hours x R62 hourly cost =	R 10 713 600
SECTION B: BULLYING INDUCED SICK LEAVE		
ITEM	CALCULATION	RESULT
Estimated number of recruits who will be the victims of bullying:	8000 x 15% =	1200 recruits
Additional bullying induced sick leave that will be taken by these recruits:	1200 recruits 7 days additional sick leave =	8400 days
Cost of bullying induced sick leave:	8400 days x 8 hours x R62 hourly cost =	R4 166 400
PROJECTED COST	Due to the partial overlapping of stress and bullying induced sick leave, only the highest amount will be used in the calculations	R 10 713 600

⁽¹⁾ Note should be taken of the fact that only 'normal' sick leave was used in the calculations. Temporary and permanent disability leave, which averaged out at 63 days for affected employees (SAPS, 2005:176, Table 9.2), was left out of the equation.

6.1.2.3 Variable 6: Projected Rand equivalent of stress induced visits to medical practitioner

Illness related absenteeism can take on other forms than simply sick leave. One of the cost items that is often overlooked is the time spent by employees away from work because of visits to a medical practitioner. Alper (2002) estimates that it amounts to at least four hours per worker per medical certificate. This finding was correlated with the data in die SAPS Annual Report (SAPS, 2005:175, Table 9.1) and the results are contained in Table 8.

TABLE 8: PROJECTED COST OF STRESS INDUCED VISITS TO MEDICAL PRACTITIONERS BY RECRUITS

ITEM	CALCULATION	RESULT
Total number of days of sick leave taken by SAPS personnel in 2003/04 =		907591.5 days ⁽¹⁾
Sick leave as percentage of total days worked =		1.1 %
Percentage of sick leave with medical certificate =		86.4 %
Expected total number of days of sick leave that the 8000 recruits will take per year:	1920000 total workdays per year x 1.1 % expected total sick leave =	21,120 days
Expected total number of days of sick leave with medical certificate:	21,120 days x 86.4 % =	18248 days
Number of visits to a medical practitioner:	18248 days ÷ 9 days average sick leave =	2027 visits
Total cost of visits to medical practitioner: 2027 visits x 4 hours per visit:	8110 hours x R62 personnel cost per hour =	R502,824
Estimated cost of stress/conflict induced visits to medical practitioner:	R502,824 x 20% (stress rate) =	R100,565

⁽¹⁾ Only 'normal' sick leave was used in the calculations. Temporary and permanent disability leave totalled an additional 83,483 days off (SAPS, 2005:176, Table 9.2).

6.1.2.4 Variable 7: Projected Rand equivalent of conflict and stress induced grievances by recruits

Lee (1997) found that a single grievance costs an organisation at least 80 hours in lost productivity by the worker and co-workers. It is also estimated by Barnes-Slater and Ford (2004) that 50% of all grievances are caused by conflict and stress. These findings were correlated with the data in the SAPS Annual Report (SAPS, 2005:183, Table 11.4) and the results are contained in Table 9.

TABLE 9: PROJECTED COST OF CONFLICT AND STRESS INDUCED GRIEVANCES BY RECRUITS

ITEM	CALCULATION	RESULT
Total number of grievances lodged by SAPS personnel in 2004/05 =		1987 grievances
The percentage of total workforce involved in grievances =	1987 grievances ÷ 148060	1.34 %
Expected number of recruits that will be involved in grievances:	8000 x 1.43 % =	114 recruits
Estimated work hours that will be lost due to grievances:	114 x 80 hours =	9159 hours
Cost of grievances:	9152 x R62 =	R 567 424
Estimated cost of conflict and stress induced grievances:	R567424 x 50% =	R283 712

6.1.2.5 Variable 8: Projected Rand equivalent of managers' time spent on conflict

Barnes-Slater & Ford (2004) have found that 30% of a typical managers time is spent in dealing with conflict and conflict related issues (e.g. conflict, absenteeism and turnover). Due to the fact that some of the conflict related issues has already been taken into account in some of the other calculations, the expenditure in terms of manager's time will be scaled down to only 10% in this ROI measurement. A managers span of control usually stand at between 4-10:1 (Robbins, 1984:167). In the following calculations, the latter span will be used (see Table 10)

TABLE 10: PROJECTED COST OF MANAGERS' TIME SPENT ON CONFLICT AND CONFLICT RELATED ISSUES INVOLVING RECRUITS

ITEM	CALCULATION	RESULT
Estimated managers span of control re SAPS recruits =		1 : 10
Total number of managers that will handle recruits:	$8000 \times .1 =$	800 managers
Estimated work hours of the managers:	$800 \times 48 \text{ weeks} \times 40 \text{ hours per week}$	1,536,000 hours
Time that managers spend on conflict and conflict related issues:	$1536000 \times 10\% =$	153,600 hours
Cost, in terms of managers' time, in dealing with the recruits' conflict and conflict related issues:	$153600 \times R62 =$	R9,523,200

6.1.2.6 Variable 9: Projected Rand equivalent of conflict (bullying) induced resignations among recruits

Hoel *et al.* (2004) has found that 25% of those personnel who leave an organization do so because of conflict and bullying. If this finding, and the fact that the replacements costs of an individual is equal to 150% of their annual cost (Barnes-Slater & Ford, 2004), is brought to bear on the SAPS, the cost will be R4,748,100 per annum (see Table 11)

TABLE 11: PROJECTED COST OF CONFLICT INDUCED RESIGNATIONS BY RECRUITS

ITEM	CALCULATION	RESULT
Total staff turnover in terms of resignations in the SAPS for 2004/05 =		1979 members ⁽¹⁾
Percentage of total workforce effected:	$1979 \div 148970^{(2)} \times 100 =$	1.3%
Therefore: expected recruit resignations per year:	$1.3\% \text{ of } 8000 \text{ recruits} =$	104 recruits
Expected number of recruits that will resign due to conflict:	$25\% \times 104 \text{ recruits} =$	26 recruits
Personnel cost involved:	$26 \text{ recruits} \times \text{average personnel cost of R119000} =$	R3,094,000
Replacement cost:	$R 3,165,400 \times 150\% =$	R4,641,000

⁽¹⁾ This total excludes dismissals due to misconduct (295), inefficiency (2) and ill health (227)(SAPS, 2005:167).

⁽²⁾ SAPS (2005:167).

6.1.2.7 Variable 10: Projected Rand equivalent of negative workflow that results from conflict

The baseline used in calculating the effect of conflict and bullying on workflow was the finding by Hoel *et al.* (2004) that it is equal to 10% of the combined cost of those personnel that are involved in a particular conflict situation. This is usually at least three persons, viz. the aggressor, the victim and one manager. It was then necessary to find some indicator of the extent to which conflict occurs in the SAPS. This was done by only selecting those disciplinary hearings where conflict was the main issue that was addressed (cf. Orren, 2004:66-67; SAPS, 2005: Table 11.3, Regulation 18 (6) to (8) & Table 6.6). The results of this process is contained in Table 12.

TABLE 12: PROJECTED COST OF CONFLICT ON WORKFLOW

ITEM	CALCULATION	RESULT
Number of disciplinary hearing indicative of conflict in 2004/05 =		104 hearings
Percentage of total workforce charged:	$104 \div 148970^{(2)} \times 100 =$	0.07%
Therefore: expected number of recruit that will be charged with conflict related misconduct per year:	0.07% of 8000 recruits =	6 recruits
Minimum number of individuals involved ⁽¹⁾ :	$6 \times 3 =$	18 individuals
Personnel cost involved:	18 individuals x R119000 (average personnel cost) =	R2,142,000
Cost of inefficiency of workflow: R2,142,000 x 10% =		R214,200

⁽¹⁾ The total cost of and production loss due to disciplinary hearings has been left out of the equation.

6.1.2.8 Other cost items not included in calculations

There are numerous other stress, conflict and bullying related cost items that were, due to the very conservative approach that was followed, not included as potential labour and cost savings. These included the following.

- Health care costs (e.g. the increases in health care related expenses *to the employer* as a result of stress-related (psychogenic) illnesses are equal to 2% of combined cost of the personnel in conflict).
- Disciplinary hearings cost (e.g. the lost productivity due to disciplinary hearings is estimated at a combined 160 work hours per hearing for all role-players involved).
- Damage (e.g. the cost of conflict-incited damage to the employer's property, fraud, theft and embezzlement is equal to 2% of personnel's expected contribution to organisational profitability. In the service sector, the organisational profitability is estimated at 250% of its investment in labour) (cf. Gabriel & Liimatainen, 2000; Hoel *et al.*, 2004; Lee, 1997).

In order to put the cost of stress and conflict into perspective, it should be noted that the SAPS has calculated the cost of its 'normal' and disability leave at a total of R296,069,000 (SAPS, 2005:175-176). The cost of the other indicators that have been used in this study, have not been covered in its annual reports.

6.1.2.9 Variable 11: The net contribution of the modules to labour and other cost savings

In determining the modules' contribution to *labour and other cost savings*, the average net improvements that were brought about in the recruits' knowledge, attitudes and behaviour (KAB) were first calculated. This came to an average of 30.42% (see Articles 2 & 3). This total was then again discounted to a very conservative 10% for 2005 and each of the following two years. This implies that, of the expected total number of recruits that would experience conflict and stress related problems per annum, only one in ten would change their behaviour to such an extent that it would bring about labour and other cost savings for the organisation. Based on all these calculations, the total labour and other cost savings per year should come to:

- R 3,704,308 for 2005,
- R 4,074,739 for 2006
- R 4,482,212 for 2007 (see Worksheet 8a)

6.2 THE MODULES' ROI, NVP, PAYBACK PERIOD, IRR AND LEARNING COST PER RECRUIT

The results of the calculation of modules' return on investment (ROI), net present value (NVP), payback period, internal rate of return (IRR) and learning cost per recruit are contained in Worksheet 9a. Note should be taken of the fact that all these calculations are based on the modules' costs (see Table 2) and benefits (see Worksheet 8a) *as such* and that they, therefore, do not accommodate the cost of the enabling module (see paragraph 5.1). The modules' ROI and associated measurements will, consequently, be lower in the calculations pertaining to the Self-Management Programme as a whole (see paragraph 9).

WORKSHEET 9A: ROI AND ASSOCIATED MEASUREMENTS OF MODULE 4: CONFLICT MANAGEMENT AND MODULE 7: STRESS MANAGEMENT

THE ROI AND ASSOCIATED MEASUREMENT OF MODULE 4: CONFLICT MANAGEMENT AND MODULE 7: STRESS MANAGEMENT			
	Year 1 (2005)	Year 2 (2006)	Year 3 (2007)
ROI (Return on Investment)	5557%	11748%	18596%
NPV (Net Present Value)	R 3,380,346	R 7,215,050	R 11,457,227
Payback Period (months)	0.22		
IRR (Internal Rate of Return)	5457%	5566%	5569%
Learning cost per delegate	R 107		

Note: The costs and benefits on which calculations are based, are contained in Table 2 and Worksheet 8a

Each of the ROI, NVP, payback period, IRR and learning cost per recruit calculations has their own strengths and weaknesses. To provide a clear and complete picture of the return that the SAPS received on its investment in the modules, the nature and results of each of these measurements will be discussed separately.

The ROI represents the percentage return on the intervention over the period of three years. It equals the present value of the accumulated net benefits (gross benefits less ongoing costs) during the three years divided by the initial costs (Meyer *et al.*, 2003:95). Three years is used as the time span because the modules would probably become obsolete after this time. The calculations entail the following:

- with the initial total cost of R61,943 (see Worksheet 10a)
- the ROI would be 5557% (year 1), 11748% (year 2) and 18596% (year 3).
- This implies that for every R1 spent on the modules, the return for the SAPS will be R5,557 (year 1), R11,748 (year 2) and R18,596 (year 3).

While the ROI provides the percentage return on investment over three years, it does not say anything about the magnitude of the project. For example, a 100% return may seem attractive initially, but a 50% return on a R300 000 investment would be much better than a 100% return on a R10 000 module. This is the reason for also calculating the net present value.

Net present value (NPV) provides the Rand value of the expected return and, therefore, indicates the magnitude of the modules. It is calculated by adding the present value of the net benefits for each year over a specified period of time and then subtracting the initial costs of the project. In the case of the two modules, the value came to R3,380,346 (year 1), R7,215,050 (year 2) and R11,457,227 (year 3). These amounts can also be viewed as the Rand value of the savings that the modules have for the SAPS.

A downside of the NPV is that it does not indicate when the savings will occur. This is determined by the payback period. As indicated in Worksheet 9a, the SAPS will basically recoup its investments in the modules within 0.22 months ($0.22 \times 22 \text{ workdays} \approx 4.8 \text{ workdays}$).

Internal rate of return (IRR) is the most sophisticated of the above metrics and is used to analyse multi-year investments. It equals the percentage rate by which to discount the net benefits for the time period until the point that they equal the initial costs. For the modules, the IRR or investment rate was equal to 5457% (year 1), 5566% (year 2) and 5569% (year 3).

The last calculations that were done were the learning costs per recruit. It is calculated by dividing all the costs incurred in the development, presentation and evaluation of the modules by the number of recruits to whom the programme will be presented over the three years. It came to R107 per recruit.

6.3 THE MODULES' CASH FLOW STATEMENT

The last worksheet (Worksheet 10a) that will be included, is the cash-flow statement that was generated from the modules. It contains information that was generated by the various "input" worksheets and provides an overview of how the SAPS's "bank account" will benefit (or not benefit) from implementing the modules. The cash-flow statement is viewed over three years, with an initial cost or investment that had to be made to enable the module to be developed and become operational. The bank balance at the beginning of the period will be zero and become

negative due to the initial cost of the modules. During the three years, the monetary return on the investment (the initial cost) will be realised and the bank balance will return to positive figures. This will be as long as the cost of operating the modules is not more than the benefits achieved (Meyer *et al.*, 2003:114).

WORKSHEET 10A: CASH FLOW STATEMENT FOR MODULE 4: CONFLICT MANAGEMENT AND MODULE 7: STRESS MANAGEMENT

CASH FLOW STATEMENT (YEAR 1 - 3): MODULE 4: CONFLICT MANAGEMENT AND MODULE 7: STRESS MANAGEMENT					
	<i>Initial cost</i>	Year 1	Year 2	Year 3	Total
Bank balance at beginning of the year		(R61,943)	R3,380,346	R7,215,050	
<i>Income</i>					
Improvements in quality of service	R0	R230,919	R297,506	R297,506	R825,931
Labour and other cost savings	R0	R3,704,308	R4,074,739	R4,482,212	R12,261,259
Total	R0	R3,935,227	R4,372,245	R4,779,718	R13,087,190
<i>Payments</i>					
Gap Analysis	R4,900	R0	R0	R0	R4,900
Design and Development	R57,043	R0	R0	R0	R57,043
Presenters' costs	R0	R328,257	R328,257	R328,257	R984,770
Recruits' costs	R0	R144,079	R185,625	R185,625	R515,329
Assessment	R0	R10,001	R12,885	R12,885	R35,772
Evaluation	R0	R601	R774	R774	R2,150
Fixed Costs	R0	R10,000	R10,000	R10,000	R29,999
Total	R61,943	R492,937	R537,541	R537,541	R1,629,963
<i>Surplus/shortfall</i>	(R61,943)	R3,442,289	R3,834,704	R4,242,177	
<i>Bank balance at end of the year</i>	(R61,943)	R3,380,346	R7,215,050	R11,457,227	

The row "Bank balance at the end of the year" (Worksheet 10a) shows the accumulated surplus of the module. Even with the extremely conservative approach that was followed in the calculation of the module's benefits, this amounted to an astonishing R11,457,227 in 3 years.

7. THE BENEFITS, THE ROI AND ASSOCIATED MEASUREMENTS OF MODULE 8: SUBSTANCE DEPENDENCY

Exactly the same principles that were used and procedures that were followed in the calculation of previous modules' ROI were applied to Module 8: Substance Dependency. For this reason, all the principles and procedures will not be repeated here. The focus will only be on the *results* of:

- the determining of benefits
- the calculations of the return on investment (ROI), net present value (NPV), payback period, internal rate of return (IRR) and learning cost per recruit
- the drawing up of a cash flow statement.

7.1 THE MODULE'S BENEFITS

The module's contribution to improvements in the organisation's *quality of services* and *labour and other cost savings* are summarised in Worksheet 8b. The grounds for each of the calculations will be looked at next.

WORKSHEET 8B: THE BENEFITS OF MODULE 8: SUBSTANCE DEPENDENCY

BENEFITS DERIVED FROM MODULE 8: SUBSTANCE DEPENDENCY			
SECTION A: IMPROVEMENTS IN QUALITY OF SERVICE	Variable 1: Estimated % of recruits that will be affected	Variable 2: Average % net value that will be utilized	Potential improvements per year per recruit
Total number of recruits: 8,538 (2005); 11,000 (2006) & 11,000 (2007)	20%	4.67%	R 1,111
Total			R 1,111
Variable 3: Estimated extent to which value will translate into actual improvements in quality of service	5.24%		
Total yearly financial value of the improved quality of service	Year 1 (2005)	Year 2 (2006)	Year 3 (2007)
	R 497,257	R 640,646	R 640,646
SECTION B: LABOUR AND OTHER COST SAVINGS PER YEAR			
Variable 4: Rand equivalent reduction in substance dependency induced treatment	R 349,716	R 384,688	R 423,156
Variable 5: Rand equivalent reduction in production loss due to substance induced absenteeism	R 1,338,208	R 1,472,029	R 1,619,232
Variable 6: Rand equivalent reduction in production loss due to substance related disciplinary hearings	R 119,040	R 130,944	R 144,038
Variable 7: Rand equivalent reduction in production loss due to substance abuse related on and off-the-job accidents and deaths	R 551,056	R 606,162	R 666,778
Variable 8: The net contribution of the module to labour and other cost savings			
❖ <i>Average % net improvement in knowledge, attitudes and behaviour (KAB)</i>	25.3%	25.3%	25.3%
❖ <i>Estimated percentage (%) contribution that KAB will make to labour and cost savings</i>	10%	10%	10%
Total labour and other cost savings per year	Year 1 (2005)	Year 2 (2006)	Year 3 (2007)
	R 235,802	R 259,382	R 285,320
Total value of the module (Section A + Section B)	R 733,059	R 900,028	R 925,966

7.1.1 Section A: Improvements in Quality of Service

The measurement of the modules' impact on the quality of the recruits' services deals with three variables. These were the expected number of recruits that would be affected (Variable 1), the percentage improvement that could be expected (Variable 2) and the estimated extent to which the improvement will translate into an improved quality of service (Variable 3) (see Worksheet 8b).

7.1.1.1 Variable 1: Estimated percentage of recruits that will be affected

In the calculation of the module's benefits, a mechanism had to be found to determine the number of recruits' who's use or abuse of dependency forming substances would be on such a level that it would temporarily or permanently impede their functioning as individuals and as employees. Because no 'hard facts' exist on the incidence of substance abuse/dependency in the SAPS, use had to be made of existing indicators, as well as of extrapolations from other studies.

The calculation in this study is based on three assumptions:

- The first is that dependency is a process that starts with the use of a substance and that this use could, in the long run, escalate into dependency for some people. As a person moves further along the road to dependency, the negative effect of the use/abuse on his/her work performance will also increase
- The second is that not all users/abusers of substances will become dependent on them. Their continued occasional abuse of the substances could, however, impede their work related functioning. This could manifest as occasionally being drunk at work or simply suffering from such a hangover that they cannot do their work properly.
- The third assumption is that for every employee that overtly manifests a dependency problem in the work environment, at least ten others' use/abuse of substances would be problematic in nature (cf. Van Wormer & Davis, 2003:14).

Based on the previous assumptions, it has been calculated that at least 20% of police officials would at some stage during a year use or abuse dependency forming substances to such an extent that it would impede their effective functioning in the workplace. This conservative estimate is based on the following indicators and research findings:

- The social workers of the Police Social Work Services counselled a total of 2535 employees with a substance dependency problem from 1 April 2005 to 30 September 2005 (PSWS, 2005). This could be extrapolated to 5070 employees for a 12 month period or 3.4% of the total workforce at the time (i.e. 5070 of 148970 employees $\times 100 = 3.40\%$). If it is accepted that there is a 1:10 ratio between substance dependent and "problem users", it would bring the total to 34%.
- In their American study, Van Wormer and Davis (2003:14) found that 28.6% of employees had substance abuse as a primary or secondary diagnosis.

- According to S.A. Health Systems Trust (2005), the occurrence of so-called “risky drinking” was as high as 30% amongst South African adult African urban residents.
- Within the South African context, it has also been calculated by Cronjé and Van der Walt (1978:204) that 75% of the adult population (i.e. 18 years and older) consume alcoholic beverages and that, of these, 6% will become alcoholics (Cronjé & Van der Walt, 1978:204). This brings the overall net rate to 4.5% of the adult population.

7.1.1.2 Variable 2: Average percentage net value ascribed to the intervention

As in the case of the other modules, the average % net value ascribed to Module 8 was also used in the calculation of the module’s benefits (see Worksheet 8b). It came to 46.68% (see Table 13). It, too, was further discounted by a factor of ten. This would imply that, of the 46.68% recruits who would experience a substance abuse/dependency problem and view the module as of great value, only one in ten (i.e. 4.67%) would use this ascribed value in their lives.

TABLE 13: THE VALUE OF MODULE 8: SUBSTANCE DEPENDENCY

VALUE OF MODULE 8: SUBSTANCE DEPENDENCY			
	Middle of scale	Mean	Net % above average
<i>Scale 5: Value</i>	2.5	3.667	46.68%

7.1.1.3 Variable 3: Estimated percentage contribution to improvement of quality

The net % above average application of Scale 6: “Relevance of the module” came to 52.36% (see Table 14). If this figure was further discounted by a factor of ten, it would imply that of the 4.67% of the recruits who will experience a substance abuse/dependency related problem and view the module as of great value, only 5.24% would convert it’s potential value into actual behavioural change.

TABLE 14: THE RELEVANCE OF MODULE 8: SUBSTANCE DEPENDENCY

RELEVANCE OF MODULE 8: SUBSTANCE DEPENDENCY			
	Middle of scale	Mean	Net % above average
<i>Scale 6: Relevance</i>	2.5	3.809	52.36%

The results of the application of Variables 1 to 3 indicated that the monetary value of improvements of the quality of services will come to:

- R 497,257 for 2005;
- R 640,646 for 2006, and
- R 640,646 for 2007 (see Worksheet 8b).

7.1.2 Section B: Labour and other cost savings

Only four potential variables or indicators were used to calculate the potential labour and other cost savings that will be brought about by the module. They were the Rand equivalent of the reduction in:

- substance dependency induced in-house treatment (Variable 4)
- production loss due to substance induced absenteeism (Variable 5)
- production loss due to substance related disciplinary hearings (Variable 6)
- production loss due to substance abuse related on-the-job accidents and deaths (Variable 7).

7.1.2.1 Variable 4: Rand equivalent reduction in substance dependency induced treatment

There are no reliable data available on the number of SAPS personnel members who go for substance dependency induced in-house treatment annually. This is, amongst others, due to the fact that personnel do not have to work through police social workers in order to gain admission to treatment facilities and that many use their sick or normal leave to cover for their absence during the treatment period. These trends necessitated the use of indicators to estimate the number of personnel who do go for in-house treatment annually.

For the purposes of this study, it was estimated that at least 0.3% of the SAPS population will go for in-house treatment annually. This estimate is based on the following data:

- During the period 1 April 2005 to 30 September 2005, a total of 112 personnel members worked through police social workers in order to gain access to an in-house treatment facility (PSWS, 2005). This trend can be extrapolated to 224 employees for 12 months or 0.15% of the total SAPS population. This figure represents the absolute minimum incidence rate for such treatment.
- From an analysis of various studies, including that of Albertyn & McCann (in WIIO Report, 2003:22) and SACENDU (2005), it was concluded that South Africa has an annual in-house treatment rate of approximately 0.57% for the adult working population.
- In this study, the approximate mid-point between the known prevalence rate of 0.15% and the estimated national average of 0.57% (i.e. 0.3%) will be used as a basis for further calculations.

In calculating the cost of in-house treatment to the employer, two factors were taken into account. These were the cost to the SAPS Medical Scheme, Polmed, and the cost of the time that an employee stays away from work for the duration of the treatment. The calculations, as they would pertain to recruits, are contained in Table 15.

TABLE 15: PROJECTED COST OF SUBSTANCE DEPENDENCY RELATED IN-HOUSE TREATMENT TO THE EMPLOYER

ITEM	CALCULATION	RESULT
• Average total number of new recruits per annum =		8538 recruits
• Estimated prevalence rate of in-house treatment per annum =		0.3 %
• <i>Therefore:</i> expected number of recruits who will go for treatment per year:	0.3% x 8538 recruits =	25.6 recruits
• Cost for treatment accrued to Polmed:	R2500 per treatment x 25.6 recruits =	R 64 035
• Cost of (minimum) number of workdays lost due to treatment:	15 workdays x 25.6 recruits = 384 days x 8 hours = 3072 hours x R62 (average rate per hour) = R190 454 x 150% (cost to organisation) = R 285 681	R 285 681
• Replacement cost		R 349 716

7.1.2.2 Variable 5: Rand equivalent reduction in production loss due to substance induced absenteeism

Apart from production loss directly related to the time spent by employees in treatment facilities, these employees, as well as numerous others, will be absent from work due to the prolonged or occasional misuse of substances. From studies contained in the WHO Global Status Report on Alcohol (2004:59) it is clear that, on average, 15% to 20% of absenteeism from work can be attributed to alcohol consumption. In the ROI calculations, the average number of days of sick leave taken by employees (9 days) and the average of the WHO Report (i.e 17.5%) will be used as a basis. The resultant calculations are contained in Table 16.

TABLE 16: PROJECTED SAVINGS IN SUBSTANCE INDUCED SICK LEAVE AMONGST RECRUITS

ITEM	CALCULATION	RESULT
• Average number of days that SAPS personnel were off for sick leave in 2004/2005:		9 days
• Estimated average number of days that could be attributed to the use of alcohol:	9 days (organisational average) x 17.5% (international average) =	1.58 days
• Expected number of recruits that will be affected:	20% x 8538 recruits =	1707.6 recruits
• Number of above organisational average days that recruits will take off due to substance abuse	1707.6 recruits x 1.58 days =	2698 days
• Savings due to a decrease in alcohol induced sick leave:	2698 days x 8 hours x R62 (hourly cost)	R 1,338,208

7.1.2.3 Variable 6: Rand equivalent reduction in production loss due to substance related disciplinary hearings

The SAPS Annual Report of 2004/05 (2005:181) stated that a total of 210 hearings took place during that particular year that involved Regulation 18 (17) of the South African Police Service Act (Act no. 68/1995). This regulation deals with misconduct related to substance abuse by members that influenced their professional conduct. The number of employees involved represents 0.14% of the total population ($210/148970 = 0.14\%$). Research conducted by Orren (2004:66-67) has found that each disciplinary hearing will cost an organisation a minimum of 160 hours in lost production (hours spent on the hearing by all role-players involved). The results of the application of these indicators to the total recruit population are contained in Table 17.

TABLE 17: PROJECTED SAVINGS IN SUBSTANCE RELATED DISCIPLINARY HEARINGS

ITEM	CALCULATION	RESULT
• Average number of recruits per annum		8538 recruits
• Expected number of recruits that will be involved in substance related disciplinary hearings:	$8538 \text{ recruits} \times 0.14\% =$	12 recruits
• Time spent on their disciplinary hearings:	$12 \times 160 \text{ hours} =$	1920 hours
• Potential savings due to a decrease in the number of substance related disciplinary hearings	$1920 \text{ hours} \times R62 \text{ (hourly cost)}$	R 119,040

7.1.2.4 Variable 7: Rand equivalent reduction in production loss due to substance abuse related on and off-the-job accidents and deaths

It is a well-known fact that there are strong links between substance abuse and on and off-the-job accidents and deaths. For example, DeCenzo & Robbins (2005:94) found that nearly half (50%) of all on-the-job injuries and work-related deaths can be attributed to substance abuse and the WHO Global Status Report on Alcohol (2004:59) estimates it as between 15% and 40%. The Bureau of Worker's Compensation (DWI, Resource Center, 2005) found that employees who abuse substances are three to four times more likely to have an on-the-job accident than non users. For the purposes of these ROI calculations, it will be accepted that only 15% of all deaths and serious injuries would be due to substance abuse.

A total of 1,355 SAPS employees died during 2004/05 (SAPS, 2005:167. Table 5.3). Of these deaths, 96 occurred while the members were on duty (SAPS, 2005:185. Table 13.1). A total of 4,812 other members were injured on duty and of these 4781 were 'temporary totally disabled' and 31 permanently disabled (SAPS, 2005:185. Table 13.1). It brings the total number of deaths and disablements to 6,167. It is conservatively estimated that each of these occurrences would lead to an average of 22 workdays (one month) of lost production per individual involved. This leaves most of the replacement cost of an employee and damage to government property during accidents out of the equation.

TABLE 18: PROJECTED SAVINGS IN SUBSTANCE RELATED ON-THE-JOB INJURIES AND DEATHS

ITEM	CALCULATION	RESULT
• Percentage (%) of SAPS personnel who die or are injured per annum:	$6,167 \div 148,060 \%$	4.2%
• Projected number of recruits who will die/be injured per annum:	$4.2\% \times 8000$ recruits	336 recruits
• Expected number of deaths/injuries due to substance abuse:	336 recruits $\times 15\%$	50.5 recruits
• Loss of production due to substance related deaths and injuries:	50.5 recruits $\times 22$ workdays lost =	1,111 days
• Potential savings due to a decrease in the number of substance related injuries and deaths	$1,111$ days $\times 8$ hours \times R62 (hourly cost)	R 551,056

7.1.2.5 Variable 8: The net contribution of the module to labour and other cost savings

In determining the modules' contribution to *labour and other cost savings*, the average net improvement of 26.49% in the recruits' KAB (see Article 3) was used as a basis. This total was then again discounted by a conservative 10% for the period from 2005 to 2007. It produced a total labour and other cost saving of:

- R 235,802 for 2005
- R 259,382 for 2006
- R 285,320 for 2007.

7.2 THE MODULE'S ROI, NVP, PAYBACK PERIOD, IRR AND LEARNING COST PER RECRUIT

This section will discuss the results that were achieved with the measurement of the modules' ROI and associated returns. The latter covers the NVP, payback period, IRR, learning cost per recruit and cash flow statement (see Worksheets 9b and 10b).

WORKSHEET 9B: ROI AND ASSOCIATED MEASUREMENTS OF MODULE 8: SUBSTANCE DEPENDENCY

THE ROI AND ASSOCIATED MEASUREMENT OF MODULE 6 – PROBLEM-SOLVING			
	Year 1 (2005)	Year 2 (2006)	Year 3 (2007)
ROI (Return on Investment)	645%	1520%	2451%
NPV (Net Present Value)	R 254,785	R 663,888	R 1,098,929
Payback Period (months)	1.86		
IRR (Internal Rate of Return)	545%	660%	674%
Learning cost per delegate	R 48		

Note: The costs and benefits on which calculations are based, are contained in Table 2 and Worksheet 8b

The calculations of the ROI over a period of three years entail the following:

- with a development cost of R55,288 at an interest rate of 5% per annum and
- annual benefits of R 733,059 (year 1), R 900,028 (year 2) and R 925,966 (year 3) (see Worksheet 10c),
- the ROI came to = 645% (year 1), 1520% (year 2) and 2451% (year 3)
- This implies that for every R1 spent on this module, the return for the SAPS will be R645 (2005), R1,520 (2006) and R2,451 (2007).

Net present value (NPV) provides the Rand value of the expected return and, therefore, indicates the magnitude of the contribution. In the case of this module, this value came to R 254,785 (year 1), R 663,888 (year 2) and R 1,098,929 (year 3). The SAPS will recoup its investments in this module within 1.86 months (\pm 41 workdays).

For this module, the IRR or investment rate was equal to 545% (year 1), 660% (year 2) and 674% (year 3) and the learning cost per recruit came to R48 per recruit per presentation.

7.3 THE MODULE'S CASH FLOW STATEMENT

Worksheet 10b contains the module's cash-flow statement. It incorporates the information that was generated by the various "input" worksheets and provides an overview of how the SAPS's "bank account" will benefit (or not benefit) from implementing the module. It shows that the accumulated surplus will amount to R1,098,929 over 3 years.

WORKSHEET 10B: CASH FLOW STATEMENT FOR MODULE 8: SUBSTANCE DEPENDENCY

CASH FLOW STATEMENT (YEAR 1 - 3) MODULE 8: SUBSTANCE DEPENDENCY					
	<i>Initial cost</i>	Year 1	Year 2	Year 3	Total
Bank balance at beginning of the year		(R46,750)	R254,785	R663,888	
<i>Income</i>					
Improvements in quality of service		R497,257	R640,646	R640,646	R1,778,549
Labour and other cost savings	R0	R235,802	R259,382	R285,320	R780,505
Total	R0	R733,059	R900,028	R925,966	R2,559,053
<i>Payments</i>					
Gap Analysis	R3,267				
Design and Development	R43,483				
Presenters costs	R0	R218,865	R 218,865	R 218,865	R656,594
Recruits costs	R0	R192,105	R247,500	R247,500	R687,105
Assessment	R0	R13,124	R16,908	R16,908	R46,939
Evaluation	R0	R765	R986	R986	R2,736
Fixed Costs	R0	R6,667	R6,667	R6,667	R20,000
Total	R46,750	R431,525	R490,925	R490,925	R1,460,124
<i>Surplus/ shortfall</i>	(R46,750)	R301,535	R409,103	R435,041	
<i>Bank balance at end of the year</i>	(R46,750)	R254,785	R663,888	R1,098,929	

8. THE SELF-MANAGEMENT PROGRAMME'S ROI, NVP, PAYBACK PERIOD, IRR AND LEARNING COST PER RECRUIT

In determining the ROI of the total Self-Management Programme, the data generated by this study, as well as that of a fellow researcher (Huisamen, 2005) were used as a basis. It, therefore, included the costs and benefits of Module 1: Financial Management, Module 2: Planning of Goals, Module 3: Self Knowledge, Module 6: Problem-Solving and Module 9: HIV/AIDS Awareness (Huisamen, 2005). The results attained are summarised in Table 19 and Worksheets 8c, 9c and 10c.

TABLE 19: THE TOTAL COSTS OF THE SELF-MANAGEMENT PROGRAMME

COST OF THE SELF-MANAGEMENT PROGRAMME (all 9 modules)				
<i>Year-on-Year Cost</i>	<i>Initial cost</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>
Gap Analysis	R 16,334			
Learning material	R 331,163			
Cost of presenters		R 1,094,689	R 1,094,689	R 1,094,689
Cost of recruits		R 960,525	R 1,237,500	R 1,237,500
Assessment (<i>All role-players</i>)		R 64,031	R 82,494	R 82,494
Evaluation (<i>All role-players</i>)		R 4,918	R 6,336	R 6,336
Fixed Costs		R 33,333	R 33,333	R 33,333
<i>Total cost of presenting the Programme</i>	R 347,496	R 2,157,496	R 2,454,353	R 2,454,353

Table 22 indicates that the development cost of the programme was R 347,496. This moderate outlay was achieved by using the existing and well-proven Personnel Capacity-Building Programmes as a basis in the development process. The task-teams that undertook the work were also experts in their fields.

In calculating the benefits of the programme, it was accepted that all the recruits would, in some way or another, have gained some benefit from the intervention. This assumption has been substantiated by the results achieved with the modules' short-term and long-term effects. In the case of Variables 2 and 3, the average of the values generated by all the modules were calculated and utilised. Because the labour and other cost savings that the modules will bring about have already been discounted in the individual calculations, only their final net value was included in Worksheet 8c.

WORKSHEET 8C: THE BENEFITS OF THE SELF-MANAGEMENT PROGRAMME

BENEFITS OF THE SELF-MANAGEMENT PROGRAMME (all 9 modules)			
SECTION A: IMPROVEMENTS IN QUALITY OF SERVICE	Variable 1: Estimated % of recruits that will be affected	Variable 2: Average % net value that will be utilised	Potential improvements per year per recruit
Total number of recruits: 8,538 (2005); 11,000 (2006) & 11,000 (2007)	100.00%	4.64%	R 5,522
<i>Total</i>			R 5,522
Variable 3: Estimated extent to which value will translate into actual improvements in quality of service	4.97%		
Total yearly financial value of the improved quality of service	Year 1 (2005)	Year 2 (2006)	Year 3 (2007)
	R 2,343,028	R 3,018,659	R 3,018,659
SECTION B: LABOUR AND OTHER COST SAVINGS PER YEAR⁽¹⁾			
Savings that will be brought about by Module 1: <i>Be money wise</i>	R 958,468	R 1,054,315	R 1,159,746
Savings that will be brought about by Module 6: <i>Problem-Solving</i>	R 464,951	R 511,446	R 562,591
Savings that will be brought about by Module 7: <i>Stress Management</i> plus Module 4: <i>Conflict Management</i>	R 3,897,832	R 4,287,615	R 4,716,377
Savings that will be brought about by Module 8: Substance Dependency	R 223,030	R 245,333	R 269,866
Savings that will be brought about by Module 9: HIV/AIDS Awareness	R 1,942,336	R 2,136,570	R 2,350,227
Total labour and other cost savings per year	Year 1 (2005)	Year 2 (2006)	Year 3 (2007)
	R 7,486,618	R 8,235,280	R 9,058,808
Total value of the module (Section A + Section B)	R 9,829,646	R 11,253,938	R 12,077,466
⁽¹⁾ Module 2: Planning of Goals, Module 3: Self-Knowledge and Module 5: Self-Assertiveness have been viewed as enabling in nature. Their benefits have, therefore, not been calculated but their cost have been included in the overall cost of the Self-Management Programme.			

In spite of the very conservative approach that was followed in the calculation of the individual modules' benefits, their total value will be more than R9 million in the first year alone. Even if their contribution to the improvement of the quality of the recruits' services

are left out of the equation, the direct cost saving of more than R7 million that they will bring about in 2005 will more than make up for the investment involved.

The results of the calculation of the programme's return on investment (ROI), net present value (NVP), payback period, internal rate of return (IRR) and learning cost per recruit are contained in Worksheet 9d. The ROI represents the percentage return on the intervention over the period of three years and it came to 2208% for 2005, 4740% for 2006 and 7509% for 2007. This implies that, for every R1 spent on the programme, the SAPS will get R2,208 in 2005, R4,740 in 2006 and R7,509 for 2007. This is a remarkable feat, especially in the light of the fact that two of the nine modules' benefits were not even included in the calculation of the programme's benefits and only viewed as supportive in nature.

WORKSHEET 9C: THE ROI AND ASSOCIATED MEASUREMENTS OF THE SELF-MANAGEMENT PROGRAMME

ROI AND ASSOCIATED MEASUREMENT OF THE SELF-MANAGEMENT PROGRAMME(all 9 modules)			
	Year 1 (2005)	Year 2 (2006)	Year 3 (2007)
ROI (Return on Investment)	2208%	4740%	7509%
NPV (Net Present Value)	R 7,324,654	R 16,124,239	R 25,747,353
Payback Period (months)	0.54		
IRR (Internal Rate of Return)	2108%	2217%	2222%
Learning cost per delegate	R 243		

Note: The costs and benefits are based on the research conducted by both researchers

Worksheet 9c indicates that the Rand value of the savings that the programme will have for the SAPS (i.e. NPV) will amount to R7,324,654 (year 1), R16,124,239 (year 2) and R25,747,353 (year 3). It cost R243 per recruit to go through the five-day Programme and the SAPS ought to recoup this investment within 12 workdays (payback period: 0.54 months).

The Self-Management Programme's cash-flow statement is contained in Worksheet 10c. It incorporates all the data that was generated by the various "input" worksheets and provides an overview of how the SAPS's "bank account" will benefit from implementing the Programme. It shows that the organisation will gain a substantial accumulated surplus of more than R25 million from its investment within three years.

WORKSHEET 10C: CASH FLOW STATEMENT: SELF-MANAGEMENT PROGRAMME

CASH FLOW STATEMENT (YEAR 1 - 3) SELF-MANAGEMENT PROGRAMME (all 9 modules)					
	<i>Initial cost</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Total</i>
Bank balance at beginning of the year		(R347,496)	R7,324,654	R16,124,239	
<i>Income</i>					
Improvements in quality of service	R0	R2,343,028	R3,018,659	R3,018,659	R8,380,345
Labour and other cost savings	R0	R7,486,618	R8,235,280	R9,058,808	R24,780,705
Total	R0	R9,829,646	R11,253,938	R12,077,466	R33,161,051
<i>Payments</i>					
Gap Analysis	R16,334	R0	R0	R0	R16,334
Design and Development	R331,163	R0	R0	R0	R331,163
Presenters' costs	R0	R1,094,689	R 1,094,689	R 1,094,689	R3,284,068
Recruits' costs	R0	R960,525	R1,237,500	R1,237,500	R3,435,525
Assessment	R0	R64,031	R82,494	R82,494	R229,019
Evaluation	R0	R4,918	R6,336	R6,336	R17,590
Fixed Costs	R0	R33,333	R33,333	R33,333	R99,999
Total	R347,496	R2,157,496	R2,454,353	R2,454,353	R7,413,698
<i>Surplus/ shortfall</i>	(R347,496)	R7,672,150	R8,799,586	R9,623,114	
<i>Bank balance at end of the year</i>	(R347,496)	R7,324,654	R16,124,239	R25,747,353	

9. MAIN FINDING

The overall results of the calculation of the Self-Management Programme's return on investment (ROI), net present value (NVP), payback period, internal rate of return (IRR), learning cost per recruit and cash flow statement proved that this intervention is a very lucrative investment for the South African Police Service. It shows that this programme and its constituent components are not only effective capacity-building instruments, but also a large financial asset.

10. CLOSING REMARKS

From an analysis of the local and international literature and research that formed the basis of this study, it is clear that the implementation of ROI analyses in social work practice is still in its infancy. It is, however, expected to grow in “popularity” as the required advancements are made in the general field of programme evaluation and cost-effectiveness studies and as accountability pressures mount. The ROI study of the Self-Management Programme of the Police Social Work Services has shown that the undertaking of a ROI analysis in social work is both feasible and important. It not only proves that social workers can make a difference in the lives of those they serve, but also that their services could be a financial asset for the organisations that employ them.

REFERENCES

- ALPER, S. 2002. Is stress nibbling away at your bottom line? *Link & Learn eNewsletter*, November. [Web:] http://www.linkageinc.com/company/news_events/link_learn_enewsletter/archive/2002/11_02_stresspt1_alper.aspx [Date accessed: 3 April 2005].
- BAGWELL, D.C. 2000. *Financial and work outcomes of credit counseling clients*. Virginia: National institute for personal finance employee education, Virginia Tech.
- BARNES-SLATER, C. & FORD, J. 2004. *Measuring conflict: both the hidden costs and the benefits of conflict management interventions*. Mediate.com [Web:] <http://www.lawmemo.com/articles/measuring.htm> [Date accessed: 23 November 2005].
- BRISTOL STRESS AND HEALTH AT WORK STUDY. 2000. *The scale of occupational stress*. London: HSE Books.
- BRYMAN, A. 2003. *Triangulation*. [Web:] <http://www.referenceworld.com/sage/socialscience/triangulation.pdf> [Date accessed: 13 September 2003].
- BSHWS *see* Bristol Stress and Health at Work Study.
- COHEN, J. 1988. *Statistical power analysis for the behavioral sciences*. 2nd ed. Hillsdale, N.J.: Erlbaum.
- CRONJÉ, G. & VAN DER WALT, W. 1978. *Deviancy in society*. Pretoria: University of South Africa.
- DANA MEDIATION INSTITUTE (DMI). 2001. *The Dana measure of financial cost of organizational conflict*. [Web:] <http://www.mediationworks.com> [Date accessed: 8 December 2005].
- DAVIDOVE, E.A. & SCHROEDER, P.A. 1992. Demonstrating ROI of training. *Training & development*, 46 (8):70-71, August.
- DE VOS, A.S. 2002. Programme evaluation. (In De Vos, A.S. ed. 2002 *Research at grass roots for the social sciences and human service professions*. Pretoria: Van Schaik).

- DeCENZO, D.A. & ROBBINS, S.P. 2005. *Human resource management*. New York: John Wiley & Sons.
- DMI *see* DANA MEDIATION INSTITUTE (DMI).
- DWI, RESOURCE CENTER. 2005. What does employee alcohol & drug use cost your business. [Web:] <http://www.dwiresourcecenter.org/prevention/workplace/cost.shtml> [Date accessed: 8 December 2005].
- GABOR, P.A., UNRAU, Y.A. & GRINNELL, R. 2001. *Program-level evaluation*. (In Grinnell, R.M., ed. *Social work research and evaluation: quantitative and qualitative approaches*. 6th ed. Belmont: Brooks/Cole).
- GABRIEL, P. & LIIMATAINEN, M-R. 2000. *Mental health in the workplace*. Geneva: International Labour Office. (ISBN 92-2-112223-9)
- GOLDWASSER, D. 2001. Beyond ROI. *Training*, 38 (1):82-88, January.
- GRAVETTER, F.J. & FORZANO, L.B. 2003. *Research methods for the behavioral sciences*. Belmont (Calif.): Thomson/Wadsworth.
- HILTON, A. 2002. *Should qualitative and quantitative studies be triangulated?* *International Society of Nurses*. [Web:] <http://www.isncc.org/news/triangle.htm> [Date accessed: 15 September 2003].
- HOEL, H., SPARKS, K. & COOPER, C.L. 2004. *The cost of violence/stress at work and the benefits of a violence/stress-free working environment*. Report Commissioned by the International Labour Organization (ILO), Geneva [Web:] <http://www.workstress.net/bobby/cost.htm> [Date accessed: 23 November 2005].
- HUDSON, J. & GRINNELL, R.M. 1989. *Program evaluation*. (In Compton, B. & Galaway. eds. *Social work process*. Belmont: Wadsworth).
- HUISAMEN, P. 2003. *'n Evaluasie van die tydsbestuur, doelwitbeplanning en probleemoplossing kapasiteitsbouprogramme van die Suid-Afrikaanse Polisiediens*. Potchefstroom: Potchefstroomse Universiteit vir CHO. (Verhandeling-MA).
- HUISAMEN, P. 2005. *Die effek van die besluitnemings- en lewensdoelkomponente van die SAPD se Selfbestuur Personeelkapasiteitsbouprogramme*. Potchefstroom: Noord-Wes Universiteit. (Proefskrif-PhD).
- ICD *see* SOUTH AFRICA (Rep.) INDEPENDENT COMPLAINTS DIRECTORATE.
- KEE, J.E. 2004. *Cost-effectiveness and cost-benefit evaluation*. (In Wholey, J.S., Hatry, H.P. & Newcomer, K.E. *Handbook of practical program evaluation*. 2nd ed. San Francisco (Calif.): Jossey-Bass).
- LEE, D. 1997. *Employee stress: the true cost*. *John Liner Review*, 11(3):33-38.
- MARK, R. 1996. *Research made simple: a handbook for social workers*. London: Sage.
- MEYER, M., OPPERMAN, C. & DYRBYE, C. 2003. *Measuring ROI in training*. Randburg: Knowres Publishing.

- MITCHELL, W.A. 2005. *Editorial: The value of evaluation. Social Work Practitioner-Researcher/Maatskaplike Werk Navorsers-Praktisyn*, 17(2):i-ii.
- MOONEN, J. 2003. Simplified return-on-investment. *Interactive learning environments*, 11(2):147-165.
- ORREN, C. 2004. *An EAP impact and cost benefit analysis at a South African national organization*. Pretoria: University of Pretoria. (Dissertation-MA).
- PATTON, M.Q. 2002. *Qualitative research & evaluation methods*. London: Sage.
- PHILLIPS, P.P. 2002. *The bottomline on ROI*. Atlanta: CEP Press.
- PSWS *see* SOUTH AFRICA (Rep.), POLICE SOCIAL WORK SERVICES.
- RANKIN, P. 2005. *Evaluation of social work intervention programmes: principles and procedures*. (Paper presented at the 5th International Conference on Evaluation for Practice, 13 - 14 July, University of Huddersfield, United Kingdom).
- ROBBINS, S.P. 1984. *Management: concepts and practices*. Englewood Cliffs: Prentice-Hall.
- S.A. HEALTH SYSTEMS TRUST. 2005. *Health statistics*. [Web:] <http://www.hst.org.za/> [Date accessed: 24 September 2005].
- SACENDU *see* South African Community Epidemiology Network on Drug Use (SACENDU).
- SAPS *see* SOUTH AFRICA (Rep.) SOUTH AFRICAN POLICE SERVICE.
- SAS INSTITUTE INC., 1999. *The SAS System for Windows Release 8.02 TS Level 02M0* Copyright© 1999-2001 by SAS Institute Inc., Cary, N.C., USA.
- SHEPHERD, C. 2005. *Learning Object Design Assistant*. [Web:] <http://www.fastrak-consulting.co.uk>. [Date of use: 15 April 2005].
- SOUTH AFRICA (Rep.), INDEPENDENT COMPLAINTS DIRECTORATE. 2005. *Annual Report: 2004/05*. Pretoria: Government Printer. (ISBN 0-621-35951-3)
- SOUTH AFRICA (Rep.), POLICE SOCIAL WORK SERVICES. 2005. *Annual Report, 1 April 2004 - 31 March 2005*. Pretoria: SAPS.
- SOUTH AFRICA (Rep.), SOUTH AFRICAN POLICE SERVICE. 2005. *Annual report: 2004-2005*. Pretoria: Government Printer.
- SOUTH AFRICAN COMMUNITY EPIDEMIOLOGY NETWORK ON DRUG USE (SACENDU). 2005. *Alcohol and drug abuse trends: January 2004 - June 2005 (phase 16-18)*. [Web:] <http://www.sahealthinfo.org/admodule/sacendu.htm> [Date accessed: 17 February 2006].
- STEYN, H.S. 2000. *Practical significance of the difference in means*. *Journal of Industrial Psychology*, 26(3):1-3.

- STRYDOM, H. & VENTER, L. 2002. Sampling and sampling methods. (In De Vos, A.S. ed. *Research at grass roots: a primer for the caring professions*. Pretoria: Van Schaik).
- STRYDOM, H. 1999. *Maatskaplikewerk-navorsing*. Potchefstroom: PU vir CHO. (Diktaat D134/99)
- STUTTERHEIM, E. & WEYERS, M.L. 2002. Strengths-focused intervention: the new approach of the Social Work Service of the South African Police Service (SAPS). *Social Work/Maatskaplike Werk*, 40(1):1-14.
- TURNER LEARNING. 2005. *Glossary of economic terms*. [Web:] www.turnerlearning.com/efits/bball/econglos.htm [Date accessed: 17 July 2005].
- VAN WORMER, K. & DAVIS, D.R. 2003. *Addiction treatment: a strengths perspective*. Canada: Thompson Learning Inc/Brooks/Cole.
- WEISS, C.H. 1998. *Evaluation*. 2nd ed. Upper Saddle River (N.J.): Prentice-Hall.
- WHO *see* WORLD HEALTH ORGANIZATION.
- WIKIPEDIA. 2005. *Productivity*. [Web:] <http://en.wikipedia.org/wiki/Productivity>. [Date accessed: 17 Julie 2005].
- WORLD HEALTH ORGANIZATION. 2003. *Investing in mental health*. Geneva: Department of Mental Health and Substance Dependence, Noncommunicable Diseases and Mental Health. (ISBN 92-4-156257-9)
- WORLD HEALTH ORGANIZATION. 2004. *Global Status Report on Alcohol 2004*. Geneva: Department of Mental Health and Substance Abuse. (ISBN 92-4-156272-2)

SECTION 3:

CONCLUSIONS, GUIDELINES AND RECOMMENDATIONS

1. INTRODUCTION

The proven impact of the generic Personnel Capacity-Building Programmes of the SAPS contributed to a decision by the National Commissioner of the SAPS that similar types of programmes must be included in the basic training of SAPS recruits. This led to the development of the Self-Management Programme and its bi-annual presentation to approximately 8 000 recruits from July 2004 onwards. A comprehensive study of the short-term and long-term effect and return on investment (ROI) of this new programme was launched in 2004. This thesis reported on the results achieved by the human relations and health maintenance components of the programme.

The basic objectives of the study were:

- to determine the extent to which the human relations and health maintenance modules of the Self-Management Programme adhere to theoretical principles set for personnel capacity-building programmes
- to measure, by means of empirical research, the effect of the human relations and health maintenance skills modules on the SAPS's recruits' knowledge, attitude and behaviour (KAB)
- to determine the modules' and programme's return on investment (ROI) for the SAPS
- to provide recommendations for the improvement of the modules and the programme.

The two hypotheses that were tested were:

- that the human relations and health maintenance skills modules would have a practical significant effect on the knowledge, attitude and behaviour of SAPS recruits
- that the modules, as well as the programme as a whole, would provide a positive return on investment.

The results obtained through the empirical research has already been extensively covered in four articles (see Section 2). Therefore, only the main conclusions and recommendations that have been reached will be discussed next. They will, *inter alia*, cover the research design and procedure, the effect of the human relations and health maintenance components, the quality of the presentations, the return on investment and guidelines for the improvement of the programme and its implementation.

2. CONCLUSIONS REGARDING THE RESEARCH DESIGN AND PROCEDURE

The categorisation of the content of the Self-Management Programme according to Brooks's taxonomy of life skills made an invaluable contribution to the conceptualisation of the research. It not only provided a conceptual framework that was lacking in the original design

of the programme but also made it possible to cluster individual modules according to set criteria.

The extent to which the modules succeeded to achieve their goals in practice was tested primarily by means of a classical experimental research design. This enabled the use of inferential statistics in the measurement of the modules' short-term effect. This quantitative study was augmented by qualitative research in which the long-term effect of the modules were ascertained, as well as by the use of triangulation, a content analysis and the completion of a comprehensive ROI analysis programme.

The multi-faceted and comprehensive nature of the research design and procedure was both challenging and rewarding. On the one hand it was technically difficult to execute and produced a mass of information that had to be managed and interpreted with care. On the other hand it produced a comprehensive and integrated picture of the impact of the modules and programme. It can be concluded that the selected design and procedure could be used as a model for similar types of research.

3. CONCLUSIONS REGARDING THE DESIGN OF THE HUMAN RELATIONS AND HEALTH MAINTENANCE COMPONENTS

The content analysis indicated that the four modules had a sound theoretical base, that their presentations adhered to the principles inherent in experiential and adult learning and that they, as well as the programme as a whole, complied with the requirements set for successful personnel capacity-building programmes. It could, therefore, be concluded that the modules possessed the innate potential to contribute significantly to the improvement of SAPS recruits' conflict management, assertiveness and stress management abilities, as well as skills in dealing with substance dependency related issues.

4. CONCLUSIONS REGARDING THE QUALITY OF THE PROGRAMME PRESENTATIONS

The data produced by the presentation and presenters' evaluation questionnaires showed that the presenters succeeded exceedingly well in their task. Any deficiencies in the modules' impact cannot, therefore, be attributed to them. There were, however, some indications that the content of the modules should focus even more strongly on the specific life-phase of the recruits and that more extensive use should be made of experiential learning techniques.

5. CONCLUSIONS REGARDING THE EFFECT OF THE HUMAN RELATIONS AND HEALTH MAINTENANCE COMPONENTS

One of the main goals of the study was to ascertain whether the modules had any effect on the knowledge, attitude and behaviour of SAPS's recruits. From the analysis and triangulation of the data that was generated by this study, it is possible to come to the conclusion:

- that the modules had a practical significant short-term effect on the recruits' knowledge, attitudes and behaviour
- that this effect lasted for at least six months after the initial presentation of the modules
- that the modules did not only function as a work-related empowerment tool, but also enriched the recruits' personal lives.

6. CONCLUSIONS REGARDING THE ROI OF THE PROGRAMME

The results of the calculation of the modules' and the Self-Management Programme's overall return on investment (ROI), net present value (NVP), payback period, internal rate of return (IRR), learning cost per recruit and cash flow statement proved that the intervention is a very lucrative investment for the South African Police Service. They are, therefore, both effective capacity-building instruments and financial assets.

7. FINDINGS

All the research data brought the following three main findings to the fore.

- that the human relations and health maintenance modules of the Self-Management Programme adhere to theoretical principles set for personnel capacity-building programmes
- that they had a significant short-term and long-term effect on the SAPS's recruits' knowledge, attitude and behaviour
- that they, as well as the programme as a whole, provided a positive financial return on the investment of time, money and effort.

On the basis of these findings, it can be concluded that the two hypotheses were correct and that *"The effect of the human relations and health maintenance components of the S.A.P.S Self-Management Programme"* study succeeded in its aim.

8. GUIDELINES AND RECOMMENDATIONS

8.1 GUIDELINES AND RECOMMENDATIONS FOR THE IMPROVEMENT OF THE MODULES

8.1.1 The recommendations regarding the human relations modules

In spite of their success, the content and presentation of the Conflict Management and Assertiveness modules were not without their shortcomings. The research results were, therefore, also used as a basis to formulate the following guidelines for their improvement:

- The content of the Assertiveness module, which is a more difficult concept to comprehend, should be made more simple and practical. The practising of the acquired assertiveness skills by means of experiential learning methods should, in addition, also receive more attention during the workshop. Recruits should also be coached in the selective use of assertive behaviour
- Very little needs to change in the Conflict Management module. Attempts could, however, be made to improve the number and quantity of transparencies that cover some of the issues
- Because of the expansion of the knowledge on which the modules are based, they need to be updated continually. This should coincide with the annual updating of the SAPS Basic Training Learning Programme (BTLP) and attempts should be made to align the contents of the modules with new developments in the BTLP continually. Some of the content and findings of this research can guide this process.

8.1.2 The recommendations regarding the Health Maintenance modules

Although the Stress Management and Substance Dependency modules are successful, they still have some shortcomings that should be rectified. It especially includes the following:

- Some of the Substance Dependency module's contents are outdated. It, as well as the Stress Management module, should be reviewed and provided with the newest available data. A similar review and updating process should be done annually to ensure that the content and presentation stays at the cutting edge of new developments in the field
- The content and presentation of both modules can be improved further by the inclusion of more and a bigger variety of experiential learning activities. This will enable recruits to practice the skills that they are taught more thoroughly before attempting to use them in practice
- Consideration should be given to the possibility of expanding the Substance Dependency module to also include a stronger focus on behavioural change.

8.2 GUIDELINES AND RECOMMENDATIONS FOR THE IMPROVEMENT OF THE PRESENTERS' PRESENTATION SKILLS AND THE PRESENTATION CONTEXT

Although the presenters succeeded very well in their task, they would benefit from further training in the use of experiential learning methods and in advanced facilitation and presentation skills. This will ensure an even better service to recruits.

Feedback from the presenters indicated that a few of the teaching media needed upgrading and that some of the venues at the Basic Training Provision Institutions were not up to standard. It was also evident that some of the BTPI's personnel did not respect the time that was allocated specifically to the presentation of the Self-Management Programme and that the correct learning material, training aids and equipment were not always available on time. These factors could be attributed to the management and logistical problems that existed in 2005 and that was caused by the rapid expansion of the SAPS's training effort.

8.3 GUIDELINES AND RECOMMENDATIONS FOR THE USE OF ROI'S IN SOCIAL WORK

It is, as far as it is known, the first time that a return on investment analysis of such a magnitude has been conducted in South African social work. The ROI study of the Self-Management Programme of the Police Social Work Services has shown that the undertaking of such an analysis is both feasible and important. It not only proves that social workers can make a difference in the lives of those they serve, but also that their services could be a financial asset for the organisations and, indirectly, the communities that employ them. It is, therefore, recommended that similar studies should be undertaken in other social work sectors. The body of knowledge that is contained in this thesis could be used as a basis for such research.

9. CONCLUDING REMARKS

The student constables of today do not only represent the workforce of the South African Police Service of tomorrow, but also an investment of billions of the taxpayers' Rands. It is, therefore, imperative that they should be empowered to function effectively as police officials and as human beings and that this empowerment process should be conducted in a cost-effective manner. The research on the Self-Management Programme has proven that Police Social Work Services have made a meaningful and financially viable contribution to this ultimate goal. They have enabled recruits to become resilient police officers who will be able to render a professional service in protecting and securing the communities of South Africa.



SECTION 4: APPENDIXES

APPENDIX 1: STATISTICS RE MODULE 4: CONFLICT MANAGEMENT

SCALES 1 TO 4: CONFLICT MANAGEMENT

TABLE 1.1: THE t-TEST ON SCALES 1 TO 4: CONFLICT MANAGEMENT

SCALE 1: OBJECTIVE KNOWLEDGE					
Test	n	Mean	Maximum standard deviation	>p-value	d-value
t-test: Pre-test	513	.0237	0.598	<0.0002	0.396
Paired t-test (experimental group)	406	0.484	0.619	<0.0001	0.781
Paired t-test (control group)	107	0.065	0.398	0.092	0.163
SCALE 2: SUBJECTIVE KNOWLEDGE					
Test	n	Mean	Maximum standard deviation	>p-value	d-value
t-test: Pre-test	512	0.157	0.673	0.202	0.233
Paired t-test (experimental group)	405	0.870	0.683	<0.0001	1.27
Paired t-test (control group)	107	0.094	0.289	0.001	0.325
SCALE 3: ATTITUDE					
Test	n	Mean	Maximum standard deviation	>p-value	d-value
t-test: Pre-test					
Q 1	509	0.086	0.768	0.238	0.111
Q 2	502	0.071	0.653	0.315	0.108
Q 3	508	0.069	0.737	0.313	0.093
Q 4	509	0.127	0.661	0.057	0.192
Paired t-test (experimental group)					
Q 1	401	0.543	1.011	<0.0001	0.537
Q 2	393	0.313	0.871	<0.0001	0.359
Q 3	400	0.250	0.811	<0.0001	0.308
Q 4	401	0.274	0.703	<0.0001	0.389
Paired t-test (control group)					
Q 1	104	0.067	0.654	0.298	0.102
Q 2	105	0.009	0.507	0.848	0.017
Q 3	104	0.038	0.436	0.373	0.087
Q 4	104	0.019	0.588	0.740	0.032
SCALE 4: BEHAVIOUR					
Test	n	Mean	Maximum standard deviation	p-value	d-value
t-test: Pre-test	513	0.058	0.639	<0.0001	0.090
Paired t-test (experimental group)	403	0.751	0.661	<0.0001	1.136
Paired t-test (control group)	107	0.012	0.283	0.639	0.042

SCALE 5: VALUE: CONFLICT MANAGEMENT MODULE

TABLE 1.2: THE VALUE OF THE CONFLICT MANAGEMENT MODULE (SCALE 5)

QUESTIONS	n	CHOICES AND RESPONSES				α
		<i>It had no or little value</i>	<i>It had below average value</i>	<i>It had above average value</i>	<i>It had a lot of value</i>	
1. How would you rate the value of the section: "The definition of conflict"	406	4 (0.99%)	4 (0.99%)	105 (25.86%)	293 (72.17%)	0.847

2. How would you rate the value of the section: "Reasons for conflict" (It included types of conflict)	405	5 (1.23%)	5 (1.23%)	127 (31.36%)	268 (66.17%)	0.849
3. How would you rate the value of the section: "Feelings surrounding conflict" (It included the different pictures that were used)	405	5 (1.23%)	14 (3.46%)	148 (36.54%)	238 (58.77%)	0.840
4. How would you rate the value of the section: "Your behaviour as a result of conflict" (It included defence mechanisms, e.g. saboteur)	406	5 (1.23%)	22 (5.42%)	148 (36.45%)	231 (56.9%)	0.854
5. How would you rate the value of the section: "Five main strategies for managing conflict" (It included a questionnaire)	405	7 (1.73%)	10 (2.47%)	113 (27.90%)	275 (67.90%)	0.850
6. How would you rate the value of the section: "Guidelines for managing conflict"	406	0 (0%)	10 (2.46%)	131 (32.27%)	265 (65.27%)	0.836
7. How would you rate the overall value of the Conflict Management module?	405	1 (0.25%)	14 (3.46%)	116 (28.64%)	274 (67.65%)	0.843
Average	405	4 (0.95%)	11 (2.78%)	127 (31.28%)	263 (65%)	0.865

SCALE 6: RELEVANCE: CONFLICT MANAGEMENT MODULE

TABLE 1.3: THE RELEVANCE OF THE CONFLICT MANAGEMENT MODULE

QUESTIONS	n	CHOICES AND RESPONSES				α
		<i>It had no or little value</i>	<i>It had below average value</i>	<i>It had above average value</i>	<i>It had a lot of value</i>	
1. The module will have positive impact on my job performance	406	3 (0.74%)	4 (0.99%)	108 (26.60%)	291 (71.67%)	0.930
2. I will be able to apply my new knowledge in my job	402	2 (0.50%)	1 (0.25%)	113 (28.11%)	286 (71.14%)	0.928
3. I will be able to apply my new skills in my job	403	2 (0.50%)	2 (0.50%)	122 (30.27%)	277 (68.73%)	0.928
4. The module will have a positive impact on my ability to cope with the challenges of life	404	3 (0.74%)	2 (0.50%)	112 (27.72%)	287 (71.04%)	0.928
5. I will be able to apply my new knowledge in my daily life	404	1 (0.25%)	3 (0.74%)	116 (28.71%)	284 (70.30%)	0.928
6. I will be able to apply my new skills in my daily life	402	2 (0.49%)	3 (0.75%)	127 (31.59%)	270 (67.16%)	0.928
7. The module will increase my job satisfaction	404	1 (0.24%)	8 (1.98%)	120 (29.70%)	275 (68.07%)	0.930
8. The module will increase my productivity	400	0 (0%)	2 (0.50%)	128 (32.00%)	270 (67.50%)	0.931
9. The module will improve my ability to function in work related teams	406	0 (0%)	2 (0.49%)	116 (28.57%)	288 (70.93%)	0.931
10. The module will improve my ability to render a good service to the SAPS customers	405	0 (0%)	2 (0.49%)	98 (24.20%)	305 (75.31%)	0.930
11. All other SAPS personnel should receive this module	405	2 (0.49%)	5 (1.23%)	75 (18.52%)	323 (79.75%)	0.937
12. If all things are taken into account, this module was relevant for my job and personal life	405	2 (0.49%)	10 (2.47%)	107 (26.42%)	286 (70.62%)	0.935
Average	405	2 (0.37%)	4 (0.98%)	112 (27.65%)	287 (70.86%)	0.936

APPENDIX 2: STATISTICS RE MODULE 5: ASSERTIVENESS

SCALES 1 TO 4: ASSERTIVENESS

TABLE 2.1: THE T-TEST ON SCALE 1 TO 4: ASSERTIVENESS MODULE

SCALE 1: OBJECTIVE KNOWLEDGE					
Test	n	Mean	Maximum standard deviation	p-value	d-value
t-test: Pre-test	512	0.176	0.395	0.0003	0.445
Paired t-test (experimental group)	405	0.368	0.511	<0.0001	0.720
Paired t-test (control group)	107	0.017	0.241	0.477	0.070
SCALE 2: SUBJECTIVE KNOWLEDGE					
Test	n	Mean	Maximum standard deviation	p-value	d-value
t-test: Pre-test	513	0.219	0.730	0.0317	0.3
Paired t-test (experimental group)	406	0.913	0.768	<0.0001	1.188
Paired t-test (control group)	107	0.027	0.339	0.420	0.079
SCALE 3: ATTITUDE					
Test	n	Mean	Maximum standard deviation	p-value	d-value
t-test: Pre-test	513	0.115	0.349	0.0021	0.329
Paired t-test (experimental group)	406	0.208	0.383	<0.0001	0.543
Paired t-test (control group)	107	0.039	0.227	0.079	0.171
SCALE 4: BEHAVIOUR					
Test	n	Mean	Maximum standard deviation	p-value	d-value
t-test: Pre-test	511	0.170	0.374	0.3690	0.0454
Paired t-test (experimental group)	404	0.260	0.445	<0.0001	0.584
Paired t-test (control group)	107	0.074	0.247	0.002	0.299

SCALE 5: VALUE: ASSERTIVENESS MODULE

TABLE 2.2: THE VALUE OF THE ASSERTIVENESS MODULE

QUESTIONS	n	CHOICES AND RESPONSES				α
		<i>It had no or little value</i>	<i>It had below average value</i>	<i>It had above average value</i>	<i>It had a lot of value</i>	
1. How would you rate the value of the section: "The definition of assertiveness"	406	1 (0.25%)	11 (2.71%)	103 (25.37%)	291 (71.67%)	0.840
2. How would you rate the value of the section: "The difference between passive, self assertive and aggressive behaviour"	406	1 (0.25%)	11 (2.71%)	118 (29.06%)	276 (67.98%)	0.850
3. How would you rate the value of the section: "Personal rights" (It included the rights of each individual)	405	1 (0.25%)	6 (1.48%)	114 (28.18%)	284 (70.12%)	0.838
4. How would you rate the value of the section: "An assertive philosophy"	406	2 (0.49%)	20 (4.93%)	155 (38.18%)	229 (56.40%)	0.843
5. How would you rate the <u>overall value</u> of the module	405	2 (0.49%)	20 (4.94%)	110 (27.16%)	273 (67.41%)	0.854
<i>Average</i>	406	1 (0.34%)	14 (3.35%)	120 (22.15%)	271 (67%)	0.872

SCALE 6: RELEVANCE: ASSERTIVENESS MODULE

TABLE 2.3: THE RELEVANCE OF THE ASSERTIVENESS MODULE

QUESTIONS	n	CHOICES AND RESPONSES				α
		<i>It had no or little value</i>	<i>It had below average value</i>	<i>It had above average value</i>	<i>It had a lot of value</i>	
1. The module will have positive impact on my job performance	406	1 (0.25%)	3 (0.74%)	112 (27.59%)	290 (71.43%)	0.954
2. I will be able to apply my new knowledge in my job	404	1 (0.25%)	1 (0.25%)	114 (28.22%)	288 (71.29%)	0.950
3. I will be able to apply my new skills in my job	404	1 (0.25%)	1 (0.25%)	106 (26.24%)	296 (73.27%)	0.949
4. The module will have a positive impact on my ability to cope with the challenges of life	405	1 (0.25%)	2 (0.49%)	106 (26.17%)	296 (73.09%)	0.950
5. I will be able to apply my new knowledge in my daily life	405	1 (0.25%)	1 (0.25%)	112 (27.65%)	291 (71.85%)	0.950
6. I will be able to apply my new skills in my daily life	406	1 (0.25%)	2 (0.49%)	110 (27.09%)	293 (72.17%)	0.953
7. The module will increase my job satisfaction	405	0 (0%)	7 (1.72%)	121 (29.87%)	277 (68.39%)	0.951
8. The module will increase my productivity	405	1 (0.25%)	5 (1.23%)	129 (31.85%)	270 (66.67%)	0.953
9. The module will improve my ability to function in work related teams	404	0 (0%)	0 (0%)	109 (26.98%)	295 (73.02%)	0.951
10. The module will improve my ability to render a good service to the SAPS customers	404	0 (0%)	3 (0.74%)	94 (23.27%)	307 (75.99%)	0.952
11. All other SAPS personnel should receive this module	405	0 (0%)	3 (0.74%)	84 (20.74%)	318 (78.52%)	0.955
12. If all things are taken into account, this module was relevant for my job and personal life	404	2 (0.50%)	8 (1.98%)	90 (22.28%)	304 (75.28%)	0.953
<i>Average</i>	405	1 (0.28%)	3 (0.74%)	108 (26.49%)	294 (68.39%)	0.955

APPENDIX 3: STATISTICS RE MODULE 7: STRESS MANAGEMENT

SCALES 1 TO 4: STRESS MANAGEMENT

TABLE 3.1: THE t-TEST ON SCALES 1 TO 4: STRESS MANAGEMENT

SCALE 1: OBJECTIVE KNOWLEDGE					
Test	n	Mean	Maximum standard deviation	p-value	d-value
t-test: Pre-test	471	0.232	0.426	<0.0001	0.544
Paired t-test (experimental group)	348	0.397	0.484	<0.0001	0.820
Paired t-test (control group)	123	0.040	0.254	0.0835	0.157
SCALE 2: SUBJECTIVE KNOWLEDGE					
Test	n	Mean	Maximum standard deviation	p-value	d-value
t-test: Pre-test	471	0.235	0.691	0.0006	0.340
Paired t-test (experimental group)	345	1.054	0.708	<0.0001	1.488
Paired t-test (control group)	123	0.018	0.275	0.4765	0.065
SCALE 3: ATTITUDE					
Test	n	Mean	Maximum standard deviation	p-value	d-value
t-test: Pre-test	470	0.041	0.376	0.256	0.109
Paired t-test (experimental group)	346	0.644	0.542	<0.0001	1.188
Paired t-test (control group)	123	0.024	0.262	0.3053	0.091
SCALE 4: BEHAVIOUR					
Test	n	Mean	Maximum standard deviation	p-value	d-value
t-test: Pre-test	471	0.127	0.709	0.0770	0.179
Paired t-test (experimental group)	346	1.106	0.842	<0.0001	1.313
Paired t-test (control group)	123	0.015	0.276	0.5319	0.054

SCALE 5: VALUE: STRESS MANAGEMENT MODULE

TABLE 3.2: THE VALUE OF THE STRESS MANAGEMENT MODULE

QUESTIONS	n	CHOICES AND RESPONSES				α
		<i>It had no or little value</i>	<i>It had below average value</i>	<i>It had above average value</i>	<i>It had a lot of value</i>	
1. How would you rate the value of the section: "What is stress exactly?"	345	5 (1.45%)	2 (0.56%)	57 (16.52%)	281 (81.45%)	0.807
2. How would you rate the value of the section: "What causes stress?"	343	2 (0.58%)	5 (1.46%)	43 (12.54%)	293 (85.42%)	0.793
3. How would you rate the value of the section: "The physiology of stress"	345	1 (0.29%)	9 (2.61%)	86 (24.93%)	249 (72.17%)	0.791
4. How would you rate the value of the section: "Strategies for thriving on stress"	345	1 (0.29%)	13 (3.77%)	95 (27.54%)	236 (68.41%)	0.782
5. How would you rate the value of: the section: "Trauma"	344	1 (0.29%)	3 (0.87%)	67 (19.48%)	273 (79.36%)	0.782
6. How would you rate the <u>overall value</u> of the module	344	1 (0.29%)	3 (0.87%)	75 (21.80%)	265 (77.03%)	0.781
<i>Average</i>	344	2 (0.57%)	6 (1.73%)	71 (20.57%)	266 (77.10%)	0.818

SCALE 6: RELEVANCE: STRESS MANAGEMENT MODULE

TABLE 3.3: THE RELEVANCE OF THE STRESS MANAGEMENT MODULE

QUESTIONS	n	CHOICES AND RESPONSES				α
		<i>It had no or little value</i>	<i>It had below average value</i>	<i>It had above average value</i>	<i>It had a lot of value</i>	
1. The module will have positive impact on my job performance	344	1 (0.29%)	1 (0.29%)	74 (21.51%)	268 (77.90%)	0.952
2. I will be able to apply my new knowledge in my job	343	1 (0.29%)	2 (0.58%)	71 (20.69%)	269 (78.42%)	0.952
3. I will be able to apply my new skills in my job	341	1 (0.29%)	2 (0.58%)	72 (21.11%)	266 (78%)	0.951
4. The module will have a positive impact on my ability to cope with the challenges of life	344	1 (0.29%)	1 (0.29%)	66 (19.18%)	276 (80.23%)	0.951
5. I will be able to apply my new knowledge in my daily life	343	1 (0.29%)	5 (1.45%)	70 (20.40%)	267 (77.84%)	0.953
6. I will be able to apply my new skills in my daily life	344	1 (0.29%)	4 (1.16%)	73 (21.22%)	266 (77.32%)	0.952
7. The module will increase my job satisfaction	343	1 (0.29%)	4 (1.16%)	85 (24.78%)	253 (73.76%)	0.952
8. The module will increase my productivity	342	1 (0.29%)	3 (0.87%)	82 (23.97%)	256 (74.85%)	0.952
9. The module will improve my ability to function in work related teams	344	1 (0.29%)	1 (0.29%)	77 (22.38%)	265 (77.03%)	0.951
10. The module will improve my ability to render a good service to the SAPS customers	343	1 (0.29%)	2 (0.58%)	52 (15.16%)	288 (83.96%)	0.952
11. All other SAPS personnel should receive this module	344	1 (0.29%)	1 (0.29%)	51 (14.82%)	291 (84.59%)	0.955
12. If all things are taken into account, this module was relevant for my job and personal life	344	1 (0.29%)	1 (0.29%)	56 (16.27%)	286 (83.13%)	0.953
Average	343	1 (0.29%)	2 (0.65%)	69 (20.12%)	247 (78.91%)	0.956

APPENDIX 4: STATISTICS RE MODULE 8: SUBSTANCE DEPENDENCY

SCALES 1 TO 4: SUBSTANCE DEPENDENCY

TABLE 4.1: THE t-TEST ON SCALE 1 TO 4: SUBSTANCE DEPENDENCY

SCALE 1: OBJECTIVE KNOWLEDGE					
Test	n	Mean	Maximum standard deviation	p-value	d-value
t-test: Pre-test	502	0.247	0.465	0.0001	0.53
Paired t-test (experimental group)	382	0.776	0.493	0.0001	1.574
Paired t-test (control group)	119	0.056	0.288	0.033	0.194
SCALE 2: SUBJECTIVE KNOWLEDGE					
Test	n	Mean	Maximum standard deviation	p-value	d-value
t-test: Pre-test	502	0.153	0.700	0.024	0.210
Paired t-test (experimental group)	381	1.137	0.704	0.0001	1.615
Paired t-test (control group)	120	0.045	0.226	0.029	0.199
SCALE 3: ATTITUDE					
Test	n	Mean	Maximum standard deviation	p-value	d-value
t-test: Pre-test	501	0.034	0.316	0.287	0.107
Paired t-test (experimental group)	380	0.267	0.379	0.0001	0.704
Paired t-test (control group)	119	0.023	0.237	0.292	0.097
SCALE 4: BEHAVIOUR					
Test	n	Mean	Maximum standard deviation	p-value	d-value
t-test: Pre-test	501	0.070	0.400	0.059	0.175
Paired t-test (experimental group)	382	0.261	0.421	0.0001	0.619
Paired t-test (control group)	117	0.038	0.218	0.061	0.174

SCALE 5: VALUE

TABLE 4.2: THE VALUE OF THE SUBSTANCE DEPENDENCY MODULE

Questions	n	choices and responses				α
		It had no or little value	It had below average value	It had above average value	It had a lot of value	
1. How would you rate the value of the section: "Definitions of abuse and dependency"	376	5 (1.32%)	4 (1.06%)	65 (17.28%)	302 (80.31%)	0.902
2. How would you rate the value of the section: "Why do people take drugs?"	376	14 (3.72%)	2 (0.53%)	80 (21.27%)	280 (74.46%)	0.894
3. How would you rate the value of the section: "List of drug classes and the way that they are administered"	376	12 (3.19%)	5 (1.32%)	98 (26.06%)	261 (69.41%)	0.890
4. How would you rate the value of the section: "Legal substances"	375	8 (2.13%)	5 (1.33%)	82 (21.86%)	280 (74.66%)	0.891
5. How would you rate the value of the section: "Illegal substances"	376	20 (5.31%)	7 (1.86%)	71 (18.88%)	278 (73.93%)	0.888
6. How would you rate the value of the section: "Alcohol as a legal substance"	376	20 (5.31%)	8 (2.12%)	85 (22.60%)	263 (69.94%)	0.896
7. How would you rate the value of the section: "Treatment"	376	8 (2.12%)	4 (1.06%)	72 (19.14%)	292 (77.65%)	0.895
8. How would you rate the overall value of the Substance Dependency module?	375	11 (2.93%)	5 (1.33%)	72 (19.20%)	287 (76.53%)	0.891
Average:	375	12 (3.25%)	5 (1.32%)	78 (20.78%)	280 (74.61%)	0.905

SCALE 6: RELEVANCE

TABLE 4.3: THE RELEVANCE OF THE SUBSTANCE DEPENDENCY MODULE

QUESTIONS	n	CHOICES AND RESPONSES				α
		It had no or little value	It had below average value	It had above average value	It had a lot of value	
1. The module will have positive impact on my job performance	370	3 (0.81%)	1 (0.27%)	59 (15.95%)	307 (82.97%)	0.960
2. I will be able to apply my new knowledge in my job	370	2 (0.54%)	3 (0.81%)	63 (17.03%)	302 (81.62%)	0.959
3. I will be able to apply my new skills in my job	369	2 (0.54%)	4 (1.08%)	67 (18.16%)	296 (80.22%)	0.958
4. The module will have a positive impact on my ability to cope with the challenges of life	370	2 (0.54%)	3 (0.81%)	65 (17.57%)	300 (81.08%)	0.958
5. I will be able to apply my new knowledge in my daily life	370	3 (0.81%)	2 (0.54%)	60 (16.22%)	305 (82.43%)	0.958
6. I will be able to apply my new skills in my daily life	369	2 (0.54%)	3 (0.81%)	65 (17.62%)	299 (81.03%)	0.957
7. The module will increase my job satisfaction	369	1 (0.27%)	4 (1.08%)	67 (18.16%)	297 (80.49%)	0.959
8. The module will increase my productivity	369	1 (0.27%)	3 (0.81%)	68 (18.43%)	297 (80.49%)	0.960
9. The module will improve my ability to function in work related teams	369	2 (0.54%)	1 (0.27%)	65 (17.62%)	301 (81.57%)	0.960
10. The module will improve my ability to render a good service to the SAPS customers	370	1 (0.27%)	4 (1.08%)	50 (13.51%)	315 (85.14%)	0.959
11. All other SAPS personnel should receive this module	370	3 (0.27%)	1 (1.08%)	42 (11.35%)	324 (87.57%)	0.961
12. If all things are taken into account, this module was relevant for my job and personal life	370	2 (0.54%)	2 (0.54%)	42 (11.35%)	324 (87.57%)	0.960
Average	370	2 (0.54%)	3 (0.81%)	59 (15.94%)	306 (82.70%)	0.962

APPENDIX 5: RESULTS OF THE FOCUS GROUP DISCUSSION OF MODULE 4: CONFLICT MANAGEMENT

The information that was generated by means of the focus group discussions is provided here. It takes on a form of a summary and the interpretation of the data is also provided. A total of 11 questions were posed and discussed during the focus groups discussions. These questions covered three facets namely the impact of the module – the extent to which the module’s outcomes were achieved, the relevance of the module as well as the long-term effect it had on the recruits’ knowledge, attitude and behaviour.

Besides basic information such as identifying particulars (Section 1) and a standard introductory statement (Section 2), the results of the discussions are summarized in Section 3 and the nature and implications of the responses on the individual questions are provided in Section 4.

Section 1: Identifying particulars

Place of session:	<i>Western Cape & Gauteng Provinces</i>			
Date of session:	2005-08-02 & 2005-08-16			
Number of respondents	23			
Gender of respondents	<i>Male</i>		<i>Female</i>	
	20		3	
Race of respondents	<i>Asian</i>	<i>Black</i>	<i>Coloured</i>	<i>White</i>
	-	14	9	-

Section 2: Basic introductory statement

Welcome once again!

About seven months ago you started your Basic Training in a SAPS Basic Training Provision Institution. Part of that training was Theme 3: Self-Management that was presented to you by a Police Social Worker. The goal of that programme was to empower you with certain knowledge and skills for your future in the SAPS.

Now you have been chosen as a member of a discussion group in a research project into the effectiveness of the *“Self Management”* programme. This programme was a large and expensive initiative and we must know how effective it is in meeting the needs of student constables. For this we need *your* help to enable us to serve you and your colleagues better.

Although this discussion will be taped, all the names of the participants will be kept confidential. The results of the discussions may be published in a PhD thesis at the North-West University.

You will help us in this process by completing the following questions, which summarises the discussions that we had on this topic.

Thank you very much for your cooperation.

Section 3: Summary of results

From the focus group discussions and the responses to individual core questions (see Section 4), the following overall trends came to the fore:

► Impact of the module

The impact of the module after seven months on the attitudes and behaviour of recruits was evident. It led to the development of changed behaviour patterns. They could still recall the different conflict handling styles, which confirms that the use of metaphors (linking the conflict handling styles to certain animal behaviours in conflict situations) together with role plays was successful. These methods re-enforced the positive outcome of conflict resolution when using the different conflict handling styles wisely.

► Effect on relationships

The recruits mentioned consistently that this module sharpened their communication skills, especially listening skills. Appropriate and confident use of communication skills are crucial in doing their work effectively as police officials as well as in maintaining personal relationships.

► Effect on the individual

The recruits mentioned mostly that the module assisted them in the following:

- Increased self-confidence
- Improved personal motivation
- Increased job satisfaction
- Expanded knowledge on the self, life and its challenges
- Ensured a greater understanding of different people and their habits/conduct etc.

Section 4: Responses to individual core questions and their implications

1. The outcomes of the module

1.1 Core question: To what extent did you become aware of the **effect** that your personal **conflict management style** has on your relationships? Please motivate your answer

Some individual responses:

- 1.1.1 It made me realize that life has its ups and downs
- 1.1.2 It is always important to open up and listen to others' views or thoughts
- 1.1.3 Before I used to give in when having an argument, after this I will be able to act more like an owl.
- 1.1.4 Since my childhood I am peace loving I don't believe in violence when you want something
- 1.1.7 Understanding you colleague's conflict handling style will improve relations and productivity
- 1.1.9 To be approachable will help when solving conflict situations
- 1.1.10 If you are aggressive, it will make conflicts worse
- 1.1.11 I like to respect others, also when in a conflict situation
- 1.1.12 I like to share different views with my friends or colleagues
- 1.1.13 After the lecture of the social worker at the college, that is where I found out that I am an owl and is been effective until today and it gives me the positive attitude towards my work, friends, family and relationships
- 1.1.14 Sometimes it makes me angry because some other people take advantage if they see that I am very calm and open person.

Trends

- Understanding and sensitivity towards the usage of the different conflict management styles is a positive step towards solving a conflict situation
- Utilizing the conflict management styles correctly improved communication and listening skills

2. The relevance of the module

2.1 Core question: To what extent did the module have a positive impact on your **job performance/productivity**? Please motivate your answer

Some individual responses:

- 2.1.1 It helped to manage difficult situations
- 2.1.2 It has highlighted me about how to work with people
- 2.1.3 It helped me to understand people better and improve my skills to work with different kinds of people
- 2.1.4 I have learned that each and everyone has a certain conflict handling style and I need to appreciate that
- 2.1.5 I feel more comfortable in dealing with people who have negative attitudes towards me
- 2.1.6 To always approach my job with a positive mind which results in me getting more experience in working productively, being friendly and co-operative with different people
- 2.1.7 It helped me to do my job properly and be productive
- 2.1.8 I like to communicate properly when trying to solve a conflict
- 2.1.9 By being positive, helps me to be more productive and experience less conflicts
- 2.1.10 It helped me to understand work challenges better
- 2.1.11 I am still uncomfortable when dealing with a conflict situation and still tend to get aggressive

Trends

- Managing and resolving conflict situations improved
- Relations with others improved, which created a conducive atmosphere for productivity
- More application of styles is necessary to experience the positive effect thereof

2.2 To what extent were you able to apply the new knowledge and skills in your job? Please motivate your answer:

- 2.2.1 I have not yet had the opportunity or situation whereby I can be able to tell an honest answer
- 2.2.1 To work in groups is challenging and there is where I had to try out the different conflict handling styles
- 2.2.2 I could try the styles out with my colleagues I had trouble with
- 2.2.3 It helped me to handle the emotions of people and to calm them down
- 2.2.4 To approach each and every situation positively
- 2.2.5 I had already to handle stressful conflict situations in the work environment
- 2.2.6 I could help colleagues and family members to solve conflicts
- 2.2.7 To accept my mistakes when I did wrong
- 2.2.8 The knowledge and skills I gained regarding solving conflicts helped me to solve conflicts in the workplace
- 2.2.9 I already had lots of opportunities to deal with conflicts in the workplace
- 2.2.10 I can make a difference by improving service delivery and providing service to the community
- 2.2.11 I am improving a lot since I have been applying the different conflict styles
- 2.2.12 The knowledge and skills that I've been taught, helps me to make my job easier as I apply it to each and everybody

Trends

- Applied the conflict management styles within groups and with individuals, outcome was increased confidence, better relations with colleagues
- Effect of applying the styles is positive – boosting self-confidence and improving relations
- A positive attitude also improved productivity

2.3 To what extent did the module have a positive impact on your ability to cope with the challenges of life? Please motivate your answer

- 2.3.1 It helped in a manner that I had to change my style of approaching people and also I have to be careful with other people's beliefs
- 2.3.2 Now I can cope with the challenges of life because I learned how to deal with difficult situations better
- 2.3.3 I am more prepared to handle different situations
- 2.3.4 I know that there are challenges and I must be ready to deal with them
- 2.3.5 I realized that in life I don't have to give up. I must know that sometimes there is bad things to come and I must be prepared to deal with them
- 2.3.6 Life is challenging and I am capable to face it
- 2.3.7 It has boosted my knowledge on coping with people with different perspectives
- 2.3.8 I have learned that there are some problems that can not be solved alone, you must seek some help from someone who has more knowledge
- 2.3.9 I am able to approach each and every situation positively
- 2.3.10 The fact that I know better how to solve conflicts, relieved stress I experienced due to conflicts
- 2.3.11 To become a guide to other people and also in my family
- 2.3.12 To accept and take responsibility for mistakes I've made
- 2.3.13 I gained more confidence when I saw the conflict handling styles that I applied, really worked
- 2.3.14 I understand the challenges of life better feel positive about dealing with them
- 2.3.15 More knowledge made me more confident

Trends

- Had a positive impact on their attitude as they feel more confident to deal with conflict situations
- The effect of applying the conflict management styles improved relations
- Recruits cope and behave more positively towards conflict situations, instead of ignoring them or becoming stressed

2.4 To what extent were you able to apply the new knowledge and skills in your daily life? Please motivate your answer:

- 2.4.1 My family is saying that they can see that I have learned a lot, also when I deal with conflicts with them
- 2.4.2 In my daily life I apply the new knowledge and skills and this helps me to get along with people
- 2.4.3 I understand people better
- 2.4.4 My conduct changed positively and my attitude towards others are better
- 2.4.5 I am making friends more easily than before, because I felt more confident after attending the social worker's course
- 2.4.6 Through that knowledge I've learned, I am more able to choose right from wrong, to appreciate other people and be appreciated by others
- 2.4.7 I am more prepared to deal with challenges confidently
- 2.4.8 When you are in a specific situation, it is difficult to deal with it if you do not have the right skills to do so
- 2.4.9 The knowledge and skills that have made me to see life differently and from a positive angle.

Trends

- The recruits' relations with colleagues and family members improved when they started to apply the conflict management styles confidently
- They expressed a positive attitude with regard to dealing with conflict situations

2.5 To what extent did the module increase your job satisfaction? Please motivate your answer

- 2.5.1 I am not yet sure
- 2.5.2 It helped me to know and enjoy my job
- 2.5.3 This module helped me to feel satisfied with my work
- 2.5.4 Yes, because my job is to serve and to help people and I feel more confident to do it
- 2.5.5 Some of the people came and asked for advise I can help them according to my knowledge
- 2.5.6 Not yet, because I never went through to the job.

Trends

- Job satisfaction increased as it improved confidence in work and assisting people
- Not yet sure

2.6 How would you rate the **value** of this module? Please motivate your answer

- 2.6.1 The module helped me to become motivated and confident when dealing with people and life itself
- 2.6.2 This module has value, it has impact, because it shows or teaches us more about life and to cope with challenges
- 2.6.3 It highlighted me about how to live my life and also to know myself
- 2.6.4 Before I didn't even know if I am aggressive or not
- 2.6.5 It has opened our minds to the extend that there are people who will not like what we are doing outside and then we will need these skills
- 2.6.6 Yes, it has value - I know and understand myself better
- 2.6.7 I know myself better than before
- 2.6.8 This module is good in ways that it helps us to see the challenges of life in a positive way
- 2.6.9 It is valuable to us all and not just to police officers.

Trends

- Expanded knowledge with regard to self, life and its challenges
- It improved motivation

2.7 How would you rate the **relevance** of this module? Please motivate your answer.

- 2.7.1 It helped to manage the workplace and the family environment better
- 2.7.2 It has given me the knowledge how to deal with the problems on a daily basis.
- 2.7.3 To deal with daily conflict
- 2.7.4 Yes, it exposed me to solve problems if there is an internal situation
- 2.7.5 Yes, it is relevant because I use it daily, so now I know how to differentiate
- 2.7.6 It makes me feel better because next time if I find the situation like this I know how to solve it
- 2.7.7 It is highly relevant as we are facing the daily life, job, problems and conflicts
- 2.7.8 It is relevant for everything in my life.

Trends

- The skills assisted in managing conflict appropriately in the workplace and family life

3. Knowledge, attitude and behaviour

3.1 To what extent do you think this module changed your **knowledge** on the subject of conflict? Please motivate your answer.

- 3.1.1 Always listen to what the other person has to say before judging that person and one must also avoid assumptions
- 3.1.2 It has changed that way I solve problems, I have to solve the problems in the way that the two parties can be happy
- 3.1.3 I use to withdraw when involved in a conflict situation but now I have learned that through peaceful approach conclusions can be reached without having grudges, and I am more discipline than before
- 3.1.4 The knowledge that I get from the conflict management is to be always have a positive mind set when it comes to difficult situations
- 3.1.5 It taught me to calm down when solving a matter put aside my differences and attitudes and try to get a solution to both parties in rightful manner.

Trends

- Sharpened communication skills
- Apply conflict management styles more effectively

3.2 To what extent do you think this module changed your **attitude** towards conflict?
Please motivate your answer.

- 3.2.1 Must in most cases try to share our problems with others
- 3.2.2 It helps me to be good person, I know now who I am and how to handle stressful situations
- 3.2.3 I learned not to approach situations and/or other people with a negative attitude
- 3.2.4 Always try to have a positive attitude with whatever I do or with whom I am working with
- 3.2.5 Positive attitudes always pays positive results
- 3.2.6 Before I was short tempered, now I know how to behave well in front of my friends
- 3.2.7 With a positive attitude you get better results
- 3.2.8 Now people like me because I am always positive
- 3.2.9 It changed me a lot since as sometimes I get emotional and angry which something was wrong as you have to listen to other people's advice.

Trends

- The effect of a positive attitude improved relations and better results of difficult situations were experienced

3.3 To what extent do you think this module changed your **behaviour** regarding conflict?
Please motivate your answer.

- 3.3.1 Always accommodate the other people's religions
- 3.3.2 Always explain my feelings to the other person though sometimes it is difficult
- 3.3.3 I have changed a lot
- 3.3.4 I am a better person and I like to thank all the people who came to do this module
- 3.3.5 My behaviour changes for the better than it was before
- 3.3.6 I have learned that with good behaviour you earn respect from others
- 3.3.7 People view you as a role model if you have a good behaviour, you feel accepted by society
- 3.3.8 My behaviour has completely changed, before I was not able to accept difficult situations
- 3.3.9 It did my behaviour good, as now I am more disciplined than before.

Trends

- Recruits experienced a positive change in their behaviour and it resulted in better relations with other people
- They understand and approach people differently than before

APPENDIX 6: RESULTS OF THE FOCUS GROUP DISCUSSION OF MODULE 5: ASSERTIVENESS

The information that was generated by means of the focus group discussions is provided here. It takes on a form of a summary and the interpretation of the data is also provided. A total of 11 questions were posed and discussed during the focus groups discussions. These questions covered three facets, namely the impact of the module – the extent to which the module’s outcomes were achieved, the relevance of the module as well as the long-term effect it had on the recruits’ knowledge, attitude and behaviour.

Besides basic information such as identifying particulars (Section 1) and a standard introductory statement (Section 2), the results of the discussions are summarized in Section 3 and the nature and implications of the responses to the individual questions are provided in Section 4.

Section 1: Identifying particulars

Place of session:	<i>Western Cape & Gauteng Provinces</i>			
Date of session:	2005-08-02 & 2005-08-16			
Number of respondents	24			
Gender of respondents	1. <i>Male</i>		2. <i>Female</i>	
	22		2	
Race of respondents	1. <i>Asian</i>	2. <i>Black</i>	3. <i>Coloured</i>	4. <i>White</i>
	-	14	10	-

Section 2: Basic introductory statement

Welcome once again!

About seven months ago you started your Basic Training in a SAPS Basic Training Provision Institution. Part of that training was Theme 3: Self-Management that was presented to you by a Police Social Worker. The goal of that programme was to empower you with certain knowledge and skills for your future in the SAPS.

Now you have been chosen as a member of a discussion group in a research project on the effectiveness of the “*Self Management*” programme. This programme was a large and

expensive initiative and we must know how effective it was in meeting the needs of student constables. For this we need ***your*** help to enable us to serve you and your colleagues better.

Although this discussion will be taped, all the names of the participants will be kept confidential. The results of the discussions may be published in a PhD thesis at the North-West University.

You help us in this process by completing the following questions, which summarises the discussions that we had on this topic. Thank you very much for your cooperation.

Section 3: Overall trends and implications

From the focus group discussions and the responses to individual core questions (see Section 4), the following overall trends came to the fore:

► Impact of being assertive

The recruits experienced that being assertive has a positive impact on relations. Especially when dealing with difficult people, this tool helps them to be reasonable and professional. They experienced that being assertive improves relations and builds self-confidence. Therefore, the use of assertiveness enables them to experience work, life and people positively.

► Effect on knowledge, attitude and behaviour

The recruits understood the difference between passive, aggressive and assertive behaviour and the consequences of each of the styles. The use of assertiveness improved their feeling of being professional. It also helped them to express themselves in an adult manner and with this behaviour they managed not to violate the rights others

Section 4: Responses to individual core questions and their implications

1. The outcomes of the module

1.1 To what extent did this module help you to become more assertive? Please motivate your answer

1.1.1 Firstly, I was aggressive but after this programme I can see that aggressiveness is not the way to live, I must become assertive

1.1.2 I have learned how to be assertive

1.1.3 To validate situations and know when to behave assertively

1.1.4 When you express your feelings honestly, not to forget the rights of other people

1.1.5 Personal satisfaction by not violating others' human rights should be taken into consideration.

1.1.6 I feel more able to behave assertively in all kinds of situations

1.1.7 Given the effects of what the basic training had on my personality I think the module has made me realize the importance of being assertive

- 1.1.8 The assertive module made a big difference in my life with regard to my behaviour and attitude towards my job
- 1.1.9 It gives me more courage to deal with other people, especially when they are assertive
- 1.1.10 To manage yourself in an adult manner and not to be aggressive when dealing with difficult aspects
- 1.1.11 To treat the next person as a human being and to generate assertiveness
- 1.1.12 To approach people in a friendly, adult way so that you can get good results
- 1.1.13 It helped me to handle situations in a reasonable manner
- 1.1.14 Assertiveness is better than aggressiveness.
- 1.1.15 The module has served as an eye-opener.

Trends

The recruits received the following insights with regard to assertiveness:

- Being assertive helps a person to be reasonable when dealing with other people

2. The relevance of the module

2.1 Core question: To what extent did the module have a positive impact on your job performance/productivity? Please motivate your answer

- 2.1.1 I think it will have a positive impact, because when I am on duty I must not violate the rights of the community
- 2.1.2 I have to work hand in hand with the community
- 2.1.3 It will help in the sense that professionalism is very important when rendering the service to the public
- 2.1.4 I am more confident to do my job
- 2.1.5 This module will help me to be professional, irrespective of different job situations
- 2.1.6 It has a positive impact and I am motivated to render a professional service
- 2.1.7 The module has indeed a positive impact because it leads me to approach the job professionally and render services without any problems
- 2.1.8 To become assertive when performing your duties, to be polite and to act in a good manner
- 2.1.9 It will have a positive impact in my future job performance and rendering of good services
- 2.1.10 I still need time to see if it will impact on my job performance
- 2.1.11 I will be able to handle myself in a professional way

Trends

The following aspects were important to the recruits:

- Job satisfaction/productivity will increase when you behave professionally towards the community

2.2 To what extent were you able to apply the new knowledge and skills in your job? Please motivate your answer:

- 2.2.1 I want to give everything for my job and this module will help me to do so
- 2.2.2 I am going to apply all the knowledge I learnt from this module
- 2.2.3 I will be able to render a professional service
- 2.2.4 Presently, I could apply my new knowledge and assertiveness skills at a higher level, as at the

- training institution we never got the chance to apply those skills
- 2.2.5 Difficult to apply during training, will now be able to apply the assertiveness skills
 - 2.2.6 Will be able to apply the assertiveness skills
 - 2.2.7 At the training institution I was unable to apply it, but I think now I can apply it when the opportunity arises
 - 2.2.8 I am committed to render professional services
 - 2.2.9 I will be apply the new knowledge and skills in my job when the opportunity arises
 - 2.2.10 I am no longer quick in responding to what other people are saying, I first listen then respond

Trends

Recruits regarded the following as important

- They intend to apply it successfully in their work environment

2.3 To what extent did the module have a **positive** impact on your ability to **cope** with the challenges of life? Please motivate your answer

- 2.3.1 I feel better equipped to deal with life's challenges
- 2.3.2 I am more positive in dealing with difficult situations
- 2.3.3 I am mentally prepared and practice it in everyday life
- 2.3.4 I will be able to cope better with any challenges that may arise
- 2.3.5 There are different needs from different people and I feel equipped to deal with them
- 2.3.6 The module has taught me to be assertive even under some situations that are demanding
- 2.3.7 I can be assertive as a human being and as a person
- 2.3.8 With the ability of assertiveness, I managed to cope with every obstacles I came across and it makes to have a positive attitude towards everything
- 2.3.9 Being assertive it makes one to be healthy and relaxed
- 2.3.10 It has a positive impact on my ability to cope with the challenges of life
- 2.3.11 I have to be assertive not aggressive at home or at work, it ensures positive relations
- 2.3.12 Life is good when your approach it in a good manner

Trends

The recruits are of the opinion that:

- They have a positive attitude towards the use of assertiveness in their daily conduct

2.4 To what extent were you able to **apply** the new knowledge and skills in your **daily life**? Please **motivate** your answer:

- 2.4.1 If the social workers have not come that day I wouldn't have known about this knowledge and now I am able to apply it – it improved my life
- 2.4.2 It was difficult during training to apply assertiveness, now that I am more exposed to the work situation it became important to apply assertiveness skills
- 2.4.3 The life during training was very different to the life I am exposed to now, I find it very important to apply assertiveness skills in all spheres of life
- 2.4.4 It helped me to cope with different situations and how I communicate to my colleagues

Trends

The recruits felt that:

- Application of assertiveness in spheres of life is important as it results in improved relations and builds self-confidence

2.5 To what extent did the module increase your job satisfaction? Please motivate your answer

- 2.5.1 There was no time to consider yourself being self-assertive during basic training
- 2.5.2 The environment under which the basic training took place, were not conducive in applying assertiveness
- 2.5.3 The environment itself was not conducive to that, but at the moment it contributes to increasing my job satisfaction
- 2.5.4 It enables me to be bold and strong to face the real world
- 2.5.5 I've managed to adapt to the situation and difficulties of training

Trends

It was important to the recruits that:

- They could not apply assertiveness during basic training circumstances, however, they are prepared to do so in their current work environment

2.6 How would you rate the value of this module? Please motivate your answer

- 2.6.1 It highlighted to me to work with different people and how to handle different attitudes of people outside
- 2.6.2 It is important because it will help me conduct myself professionally in a work/family situation and outside the work situation.
- 2.6.3 Also to be able to restructure my mind set in order to deal with the different attitudes of people
- 2.6.4 It has a positive value as it enabled me to face the future in a positive manner
- 2.6.5 Yes it helps me, especially when I am supposed to deal with people in the working environment
- 2.6.6 It helped to change my attitude
- 2.6.7 It helped me to understand the behaviour of the others
- 2.6.8 On how to conduct myself on dealing with different people who approach me in a certain negative way
- 2.6.9 Opened my mind to become rather self-assertive than being aggressive
- 2.6.10 It will help me to deal with negative people outside better
- 2.6.11 Before I was so aggressive and now I have changed to be assertive
- 2.6.12 Helps me to accommodate other people, their attitudes, behaviour and beliefs

Trends

Recruits valued the module as follows:

- Assertiveness is a very important tool to use when dealing with people
- It impacted positively on their attitudes towards work, life and others

2.8 How would you rate the **relevance** of this module? Please motivate your answer.

- 2.8.1 Police officials need to be assertive as people don't regard them as professional
- 2.8.2 It is relevant since human beings are sensitive creatures that must be treated with respect and dignity
- 2.8.3 It will also help to conduct oneself in an acceptable manner to the society as a whole
- 2.8.4 I see the relevance of the module in the inner development on my perception of life
- 2.8.5 I will have a better understanding if other people who may react differently to my views on certain aspects
- 2.8.6 Yes it is relevant to be assertive at all times as I will be dealing with the society
- 2.8.7 I wish I can be lectured or introduced once or twice a year because it help to realize the real person you are
- 2.8.8 To handle aggressive people positively without feeling dejection or being undermined
- 2.8.9 To have self confidence in whatever I do
- 2.8.10 It is relevant to my daily life and also to my work environment
- 2.8.11 Now I know how to approach the community and the challenges to come

Trends

The recruits experienced the module as very relevant:

- Assertiveness is a must for police officials, especially when executing their duties
- Assertiveness will ensure positive relations with the community as they will perceive police officials as professional

3. Knowledge, attitude and behaviour

3.1 To what extent do you think this module changed your **knowledge** on the subject of assertiveness? Please motivate your answer.

- 3.1.1 It helped me to communicate in a way that when I do not violate the rights of other people
- 3.1.2 I must be open when I talk, but respect others' rights
- 3.1.3 Understand that I need present myself in a very positive manner
- 3.1.4 The levels of being passive, assertive and aggressive have been explained in a way that I am able to distinguish one from the other and apply the skills
- 3.1.5 This module helped me to present myself professionally
- 3.1.6 This module make me to see how being passive and aggression make things worse and being assertive makes you see things differently in a positive manner
- 3.1.7 It changed my previous knowledge as I was aggressive towards other people when I am supposed to be assertive in order to be an easy person

Trends

- It improved the recruits' communication skills
- Could understand the difference between passive, aggressive and assertive behaviour and how applying assertiveness improves relations in a positive manner

3.2 To what extent do you think this module changed your **attitude** towards assertiveness? Please motivate your answer.

- 3.2.1 It has changed my attitude towards other people I have to respect and that they should respect me
- 3.2.2 Assertiveness changed my way of dealing with people
- 3.2.3 My attitude towards people is now positive
- 3.2.4 Assertiveness helped me to know my needs and the way to present my thoughts
- 3.2.5 With a positive attitude you can make others realize how important an issue is to you
- 3.2.6 Attitude is very important, it determines the person you are and this module helped me to understand exactly how to handle other people's attitudes
- 3.2.7 It made me realize that one has to be assertive and still treat other people with dignity
- 3.2.8 To know and accept that there is humanity out there
- 3.2.9 To take things in a positive manner, that is with full dedication and commitment
- 3.2.10 To erase that mentality of approaching situations in an aggressive manner to attend to complaints professionally and not to jump into conclusions and to know that there will always be two sides of the story
- 3.2.11 I had a negative attitude when I was at the training institution, I was also aggressive because of the pressure. Now I realize that I must change my attitude to being positive and assertive

Trends

- The recruits are portraying a positive attitude towards the use of assertiveness as an important skill when dealing with people. It impacted on their self-confidence and feeling of being professional

3.3 To what extent do you think this module changed your **behaviour** regarding assertiveness? Please motivate your answer.

- 3.3.1 I must not violate the rights of others, I have to behave well in the public to serve the community with dignity
- 3.3.2 The behaviour and manner in which I will conduct myself must be acceptable to the next person
- 3.3.3 My way of expression, feelings and opinions will not violate the interest of other people
- 3.3.4 Appropriate behaviour to be able to express my feelings in a respectful way so that the next person can do the same
- 3.3.5 This module changed my behaviour because I realized that in order to be treated with respect, you have to respect or express your feelings towards other parties in a good way
- 3.3.6 To approach others in a professional manner, with dignity
- 3.3.7 To know that the rights of people must be respected, that the results of not respecting other would bring negative consequences which can de-motivate you
- 3.3.8 My behaviour has changed to expressing my opinion and to talk to other with respect and being assertive will change my behaviour and now my attitude
- 3.3.9 I have to always treat people with respect and good behaviour.

Trends

- The importance of professional behaviour, not violating the rights of yourself and others
- It gave them self-confidence, helping themselves to express them in an adult manner

APPENDIX 7: RESULTS OF THE FOCUS GROUP DISCUSSION OF MODULE 7: STRESS MANAGEMENT

The information that was generated by means of the focus group discussions is provided here. It takes on the form of a summary and the interpretation of the data that were generated. A total of 16 questions were posed and discussed during the focus groups sessions. These questions covered three facets, namely the impact of the module (i.e. the extent to which the module's outcomes were achieved), the relevance of the module and the long-term effect that it had on the recruits' knowledge, attitude and behaviour.

The participants' identifying particulars will be provided in Section 1, the standard introductory statement in Section 2, a summary of the results of the discussions in Section 3 and the nature and implications of the responses to the individual questions in Section 4.

Section 1: Identifying particulars

Place of session:	<i>Western Cape & Gauteng Provinces</i>			
Date of session:	2005-08-03 & 2005-08-17			
Number of respondents	22			
Gender of respondents	1. <i>Male</i>		2. <i>Female</i>	
	15		7	
Race of respondents	1. <i>Asian</i>	2. <i>Black</i>	3. <i>Coloured</i>	4. <i>White</i>
	-	18	4	-

Section 2: Basic introductory statement

Welcome once again!

About seven months ago you started your Basic Training in a SAPS Basic Training Provision Institution. Part of that training was Theme 3: Self-Management that was presented to you by a Police Social Worker. The goal of that programme was to empower you with certain knowledge and skills for your future in the SAPS.

Now you have been chosen as a member of a discussion group in a research project on the effectiveness of the "*Self Management*" programme. This programme was a large and expensive initiative and we must know how effective it is in meeting the needs of student constables. For this we need *your* help to enable us to serve you and your colleagues better.

Although this discussion will be taped, all the names of the participants will be kept confidential. The results of the discussions may be published in a Ph.D. thesis at the North-West University.

You will help us in this process by completing the following questions, which summarises the discussions that we had on this topic.

Thank you very much for your cooperation.

Section 3: Overall trends and implications

From the focus group discussions and the responses to individual core questions (see Section 4), the following overall trends came to the fore:

► Emotional, physical and mental effect of stress

Respondents shared with confidence their knowledge regarding the emotional, physical and mental effect of stress. The respondents were able to identify their personal stress reactions and this knowledge enabled them to draw up a personal stress profile. They could define their understanding of stress by means of the effect that too much or too little stress has on productivity.

► Strategies and techniques for effective stress management

This part of the module was particularly effective as experiential learning methods were utilised which enabled the respondents to experience the positive results that stress management strategies and techniques have on them.

The exposure to the strategies and techniques enabled them to compile a personal stress management programme. They could experience the positive effect of taking responsibility for their own well-being by implementing this programme in their lives.

► Relevance of the module

It is a known fact that police work is regarded as generally stressful. The respondents indicated that their improved capacity to deal with stress unquestionably impacted positively on their job performance. The relevance of this module is rated very high, as the recruits will be able to apply stress reduction techniques while executing their job.

► Knowledge, attitude and behaviour

The majority of the respondents confirmed that they gained much knowledge from this module. Their attitude regarding stress management is positive and they are not reluctant to implement strategies and techniques.

Section 4: Responses to individual core questions and their implications

1. The outcomes of the module

1.1 To what extent could you **identify what stress is?** *Please motivate your answer*

- 1.1.1 I know stress is the imbalance of your body until you no longer can control it yourself
- 1.1.2 Too much stress is not good for the production.
- 1.1.3 Normal stress which is positive can make somebody to perform better
- 1.1.4 I have a clear understanding of what stress is, I am able to identify the level of stress, the symptoms as well as the result of stress

Trends

- ✘ They identified the term stress by explaining the effect of stress on productivity.

1.2 To what extent could you **identify the physiological aspects** of stress? *Please motivate your answer*

- 1.2.1 Emotional, physical, mental and spiritual stress levels
- 1.2.2 A person becomes mentally affected and starts to think negative
- 1.2.3 Psychological aspects of stress is like emotional when your mind think more things that you can't afford
- 1.2.4 Aggressiveness, no participation, lose of self-esteem
- 1.2.5 Physical, emotionally and psychological
- 1.2.6 Aggressiveness and depression
- 1.2.7 Emotional stress is one of the aspects in stress
- 1.2.8 If you experience stress it can show in your behaviour
- 1.2.9 Physical stress you started to change by showing action
- 1.2.10 I can be able to identify the psychological aspects of stress
- 1.2.11 I am able to tell that the person is stressed because of the physical changes in their behaviour

Trends

- ✘ They could recall the emotional, physical, mental and spiritual aspects of stress

1.3 To what extent could you compile a **personal stress profile?** *Please motivate your answer*

- 1.3.1 Financial and family problems, when a person can't manage their finances end up being stressed
- 1.3.2 It doesn't make an impact on me
- 1.3.3 I have not made an impact on me because I cannot remember anything
- 1.3.4 It can make an impact on my personal life cause now I now that or how to consult when I am having stress

Trends

- ✘ This aspect was not so clear for them and they could not recall it properly.

1.4 To what extent could you use given exercises for **stress reduction**? *Please motivate your answer*

- 1.4.1 By attending specific focus group and speak of situation
- 1.4.2 The experiences ones can be advise from personal experience
- 1.4.3 Yes, it is true to exercise for stress reduction because if I have stress our bodies becomes weak
- 1.4.4 In stress reduction I can exercise, meditation also works for me
- 1.4.5 Talking about whatever problem with someone
- 1.4.6 Asking for help from other people, counselling and going to gym
- 1.4.7 Yes, because I can do exercises, focus what I am doing and also go for counselling
- 1.4.8 It is practical for me to exercises the stress reduction strategy
- 1.4.9 I am able to control and manage my stress levels

Trends

- ✘ They were able to recall some of the stress reduction techniques.

1.5 To what extent can you deal **with trauma appropriately**? *Please motivate your answer*

- 1.5.1 I can attend the chaplains/social workers or immediately go to the hospital
- 1.5.2 To deal with a trauma appropriately I have to conduct some social workers immediately, because if I can relax I will be in trouble, or can tell somebody/colleague
- 1.5.3 I have not been exposed to any trauma or been traumatised, if it happens one will have to receive counselling
- 1.5.4 Go for counselling and psychologist as soon as possible
- 1.5.5 I think you should go for counselling immediately after an incident, because if you wait it will be something difficult for you
- 1.5.6 I will immediately consult with the relevant, necessary and professional people who are trained to deal with traumatised people.

Trends

- ✘ They could recall what to do when exposed to a traumatic event/incident.

1.6 To what extent did you develop and use the given **strategies and techniques** for effective stress management? *Please motivate your answer*

- 1.6.1 Develop and use the given strategies and techniques for effective stress management firstly you have to look after your health
- 1.6.2 I have developed and used some of the strategies and techniques
- 1.6.3 I have used some of the strategies and techniques for effective stress management and it worked for me. But will use them more as time goes by
- 1.6.4 Some of strategies I have implemented like distancing myself from people who are emotional stressed and think positively, going to gym and associate with positive people
- 1.6.5 Read books sometimes
- 1.6.6 Some of the strategies and techniques I did implement in order to manage my stress most effectively.

Trends

- ✘ They could recall the stress management strategies and techniques
- ✘ They indicated that they implemented some of the strategies and techniques for effective stress management.

1.7 To what extent did you compile a **personal stress management programme**? *Please motivate your answer*

- 1.7.1 Financial problems, I started to use my finances wisely by sticking to my budget. Actually I have a stress problem. I have compiled my personal stress management programme as I can see a great improvement in me. Now whenever I come across a problem I know that is either I choose to entertain it or not
- 1.7.2 I did place my personal stress management programme in order to know what to do and what not.
- 1.7.3 My first priority is to overcome some of my problems especially that which stresses me after them the smaller problems
- 1.7.4 I have accumulated a lot of personal stress, marriage relationships, financial, domestic abuse that was causing much of my stress. All in all I can say let the social workers continue because their lessons are useful
- 1.7.5 I did compile my own stress management programme of which it was good help
- 1.7.6 The module has helped me a lot because I am able to prioritise my things in order to reduce my stress level.

Trends

- ✘ The recruits compile stress management programmes which assist them in dealing more effectively with their stresses in their lives.

2. The relevance of the module

2.1 To what extent did the module have a positive impact on your **job performance/ productivity**? *Please motivate your answer*

- 2.1.1 It has a very positive impact - my stress levels are low and I am more productive as I apply the learned stress management skills
- 2.1.2 It has a positive impact in case of self-esteem, I can now stay in a positive frame of mind
- 2.1.3 I am able to take everything in a good way
- 2.1.4 It has a positive impact on my job performance because if I have a problem I go to people whom I trust to help me
- 2.1.5 Exercising a lot and relax a lot and have self-esteem helps me to perform my job better
- 2.1.6 Yes, it has a positive impact on my life and I manage strenuous relations better
- 2.1.7 The stress management module have a positive impact, I am more organized and less stressed about the new day and its challenges

Trends

- ✘ The recruits indicated that their improved capacity to deal with stress impacts positively on job performance.

2.2 To what extent were you able to **apply** the new knowledge and skills **in your job**? *Please motivate your answer.*

- 2.2.1 When I have some emotional stress I just accept it by controlling my emotions
- 2.2.2 I apply most of the new knowledge and skills in my daily life
- 2.2.3 In stead of a taxi to/from work, I use a train which gives me enough time to walk and to run a lot
- 2.2.4 I am able to apply the new knowledge and skills in my daily life to overcome stress and it really works
- 2.2.5 When coming across stressful situations I go to the gym or read books, to distance yourself from those who are stressing
- 2.2.6 In most cases when I feel stressed I usually apply the new skills and knowledge of stress management, usually I emotionally distance myself and mediate to manage my stress.
- 2.2.7 I am no longer quick in responding to what other people are saying, I first listen then respond.

Trends

- ✘ They were able to apply the practical skills within their job situation.

2.3 To what extent did the module have a **positive** impact on your ability to **cope** with the challenges of life? *Please motivate your answer*

- 2.3.1 Yes it helped me to cope with stress in a positive manner
- 2.3.2 When there is confusion in my mind I clear myself by always being positive
- 2.3.3 It has made a positive impact in my life
- 2.3.4 I can now take anything as it comes
- 2.3.5 Most of the things comes as a challenge in my life and I am more prepared to deal with them and not to stress
- 2.3.6 I just tell myself that it will pass and I am not the only one with that problems
- 2.3.7 It has a positive impact on my ability to cope because now I know what to do when I have stress and where to go when I have stress
- 2.3.8 It helps me a lot because now I know what to do when I come across difficult, emotional, physical and behavioural stress and also know where to go for counselling
- 2.3.9 It has a positive impact, I have a positive attitude in whatever things I do and I take my problems as challenges in order to overcome them

Trends

- ✘ Recruits are confident with regard to their ability to cope with the challenges of life.

2.4 To what extent did the module increase your **job satisfaction**? *Please motivate your answer*

- 2.4.1 Yes it increase my job satisfaction by accepting my problems that I come across and deal with them in an acceptable manner
- 2.4.2 I am still in field training I have not yet had enough time to apply the module at work. But I think will increase my job satisfaction as I have applied some at training and it worked
- 2.4.3 Not yet because still at training
- 2.4.4 It helped in an extent that since I have started implementing this module it has increased my job satisfaction because looking back from my basic training now I am more productive in my job

than before.

Trends

- ✘ The recruits were not as yet actively involved in core police work and therefore it seems difficult for them to indicate whether the module increased their job satisfaction.

2.5 How would you rate the value of this module? *Please motivate your answer*

- 2.5.1 It has important value, because how I can deal with my problems that can lead me to stress
- 2.5.2 I think it has great value
- 2.5.3 Today people know how to deal with stress, the symptoms and causes
- 2.5.4 If this continues it will help a lot more people like me
- 2.5.5 I think it has value and that the social worker should continue teaching this module at the training institution because there is a lot that we need to do there and it is stressful, so keep the good work up
- 2.5.6 I think this is fine that the social workers should continue to help the recruits so that they never make unnecessary mistakes
- 2.5.7 I think this module is of great value, it really gives people a way forward because you know what stress is and how to manage stress.

Trends

- ✘ The majority of recruits confirmed the importance of this module.

2.6 How would you rate the **relevance of this module? *Please motivate your answer.***

- 2.6.1 As a police official I may come across situations which causes stress for me, now I know whom must I consult to assist me to deal with it appropriately
- 2.6.2 I believe that the organisation we are in, this module is vital daily
- 2.6.3 We have to deal with different crimes, problems, trauma, and a lot of work in front of you. So I really think that people needs to be equipped with the stress management skills
- 2.6.4 It changed my knowledge a bit because I already knew about stress management and have learned a lot from this module
- 2.6.5 Keep the good work up
- 2.6.6 This module is relevant more especially in this organisation because the workload that one must perform
- 2.6.7 Instead of committing suicide, now I know what to do
- 2.6.8 This module is very relevant and must be presented to the police officials because the job we are doing is more challenging and stressful so we really need this module in order to manage our stress most effectively.
- 2.6.9 Now I know how to approach the community and the challenges to come.

Trends

- ✘ The majority mentioned the relevance of the Stress Management module, they were able to integrate the importance thereof with the effect of stressful police work.

3. Knowledge, attitude and behaviour

3.1 To what extent do you think this module changed your **knowledge** on the subject of stress management? *Please motivate your answer.*

- 3.1.1 It gave me knowledge because I know to differentiate between emotional, mental and physical stress
- 3.1.2 This module changed my knowledge on the subject of managing stress effectively I knew something about stress but since this module I gained more
- 3.1.3 I had an idea previously of this module and gained a lot from it as I started practicing/applying the knowledge and skills
- 3.1.4 I knew then that I had to use this skills as it really works
- 3.1.5 I have gained more knowledge since the social workers had come and better than before
- 3.1.6 I have the knowledge of where to go, what to do by now.
- 3.1.7 The module had really changed the knowledge that I had because I had little knowledge on how to manage my stress but since I got the knowledge on this module I gained a lot out of it.

Trends

- ✘ The majority confirmed that they gained much knowledge from this module.

3.2 To what extent do you think this module changed your **attitude** towards stress management? *Please motivate your answer.*

- 3.2.1 Now I know how to accept every stress level I come across and deal with it in an effective and acceptable manner
- 3.2.2 For myself this module truly speaking changed my attitude on the subject
- 3.2.3 It really changed my attitude in case of mood swings. I used to be moody and wanted to be alone After I started applying this module, my attitude really changed to be positive because first I was harsh on things but now I am polite because I know if you are harsh you end up being stressed
- 3.2.4 Yes it changed my attitude because I know that a person can perform with having stress provided that is the normal stress. And also know that stress differ to each other by the levels or degree
- 3.2.5 It changed my attitude because I never thought I could overcome stress.

Trends

- ✘ This module impacted positively on the attitudes of recruits towards stress management.

3.3 To what extent do you think this module changed your **behaviour** regarding stress management? *Please motivate your answer.*

- 3.3.1 Yes, my behaviour changed because now when I have stress I accept it and deal with my problem in a better way
- 3.3.2 My behaviour changed a lot as I used to be a bit aggressive for no reason
- 3.3.3 My behaviour has changed a lot because I know how to manage and deal with stress
- 3.3.4 Keep the good work up
- 3.3.5 Yes I am now behaving very positively because I started organising myself, managing my stress levels and taking as a challenge and go on with my life.

Trends

- ✘ The majority mentioned the positive impact on their behaviour and that they could detect stress in time.

APPENDIX 8: RESULTS OF THE FOCUS GROUP DISCUSSION OF MODULE 8: SUBSTANCE DEPENDENCY

The information that was generated by means of the focus group discussions is provided here. It takes on the form of a summary and the interpretation of the data that were generated. A total of 14 questions were posed and discussed during the focus groups sessions. These questions covered three facets, namely the impact of the module (i.e. the extent to which the module's outcomes were achieved), the relevance of the module and the long-term effect that it had on the recruits' knowledge, attitude and behaviour.

The participants identifying particulars will be provided in Section 1, the standard introductory statement in Section 2, a summary of the results of the discussions in Section 3 and the nature and implications of the responses to the individual questions in Section 4.

Section 1: Identifying particulars

Place of session:	<i>Western Cape & Gauteng Provinces</i>			
Date of session:	2005-08-03 & 2005-08-17			
Number of respondents	22			
Gender of respondents	1. <i>Male</i>		2. <i>Female</i>	
	15		7	
Race of respondents	1. <i>Asian</i>	2. <i>Black</i>	3. <i>Coloured</i>	4. <i>White</i>
	-	18	4	-

Section 2: Basic introductory statement

Welcome once again!

About seven months ago you started your Basic Training in a SAPS Basic Training Provision Institution. Part of that training was Theme 3: Self-Management that was presented to you by a Police Social Worker. The goal of that programme was to empower you with certain knowledge and skills for your future in the SAPS.

Now you have been chosen as a member of a discussion group in a research project on the effectiveness of the **"Self Management"** programme. This programme was a large and

expensive initiative and we must know how effective it is in meeting the needs of student constables. For this we need ***your*** help to enable us to serve you and your colleagues better.

Although this discussion will be taped, all the names of the participants will be kept confidential. The results of the discussions may be published in a Ph.D. thesis at the North-West University.

You will help us in this process by completing the following questions, which summarises the discussions that we had on this topic.

Thank you very much for your cooperation.

Section 3: Overall trends and implications

From the focus group discussions and the responses to individual core questions (see Section 4), the following overall trends came to the fore:

► General knowledge improvement

It is clear that not all respondents knew the effect that the abuse of substances (legal, illegal, prescriptive) had on the overall functioning of a human being. It improved their awareness regarding the module and sensitised them to greater understanding of their personal drinking habits and those of others.

► Relevance of the module

The content of the module is very relevant as the respondents could comprehend the impact thereof on their personal well-being, professional conduct and assisting in the community.

► Knowledge, attitude and behaviour

Expanded knowledge on substance dependency ensured that respondents changed their drinking habits for the better. They also understood the importance of rendering a professional police service to the community at all times, therefore they cannot afford to be intoxicated or having a hangover when coming to work.

Section 4: Responses to individual core questions and their implications

1. The outcomes of the module

1.1 To what extent did you become aware of the difference between **dependency and abuse**?
Please motivate your answer.

1.1.1 Can't remember what they did in this module

1.1.2 Know the difference between dependency and abuse

1.1.3 Can't remember it from the module

1.1.4 I learned a lot about abuse

1.1.5 Substance dependency means that you continuously need substances to cope, you cannot without

them

- 1.1.6 It means something you cannot go without
- 1.1.7 It gave me a wider knowledge of dependency/abuse
- 1.1.8 Learn the danger of dependency/abuse and that people die because of dependency
- 1.1.9 Abuse is excessive usage of inappropriate use of alcohol, and dependency is when you are mentally/physically dependant.
- 1.1.10 Abuse is like drinking too much
- 1.1.11 I am aware of differences between dependency and abuse
- 1.1.12 I can say dependency is when you dependant on alcohol

Trends

- ✘ The recruits were unsure of what exactly the difference between abuse and dependency is.

1.2 To what extent did you become aware of the legal/illegal/prescription substances?

Please motivate your answer

- 1.2.1 Before I only knew about illegal drugs, now I've learned about legal and prescriptive drugs in this module.
- 1.2.2 Most recruits had prior information on illegal drugs and not legal/prescriptive drugs
- 1.2.3 Gain new knowledge that prescriptive medicine can be abused if not taken according to prescription
- 1.2.4 Didn't know about illegal drugs before – the new knowledge created much more awareness
- 1.2.5 As I grew up in a township I had an opportunity to be involved especially in the illegal substances and by doing that I knew by then those substances are illegal. Another factor it's whereby I experienced a lot of people using the illegal ones
- 1.2.6 Illegal substances are substances that are harmful and not suitable for people

Trends

- ✘ The recruits were still unsure what exactly the terms legal, illegal and prescription substances entail.

1.3 To what extent did you learn more about the phases of alcohol dependency? Please motivate your answer

- 1.3.1 Now I know the process of becoming dependant on substances
- 1.3.2 Didn't know there were phases of alcoholism
- 1.3.3 I learned that you get addicted over a period of time, not al of a sudden after one drink
- 1.3.4 I have learned most of the phases so it will help me to notice when a person is dependant on alcohol
- 1.3.5 I learned more about contemplation, determination, maintenance and relapse.
- 1.3.6 I learned a lot and know now to deal with stress without alcohol
- 1.3.7 Psychological dependency when a person thinks that they can't do without having an amount of liquor or any other substances. Physical dependency is when a person is telling that their bodies will not function without it.
- 1.3.8 Yes I learned more about the phases of alcohol dependency for example physical phase I say is when your body relies on substances.

Trends

- ✘ They managed to recall the two phases of dependency as well as the phases that a person follows when becoming dependant on substances.

1.4 To what extent could you identify important factors regarding **treatment**? *Please motivate your answer*

- 1.4.1 I can recall that there was a part on treatment in the module
- 1.4.2 Gained knowledge about withdrawal and how treatment helps you through that
- 1.4.3 Gained knowledge that alcoholism can not be cured
- 1.4.4 Learned you can't get cured
- 1.4.5 Have to get medicine when you start your treatment
- 1.4.6 You can see doctors, specially trained people
- 1.4.7 By just identifying those different phases and the sooner one are treated, the better the chances of him/her being helped
- 1.4.8 Treatment is good to get advise so that you can overcome the challenges of alcohol dependency
- 1.4.9 Treatment demands a lot of honesty and dedication from the person with a substance dependency problem
- 1.4.10 Realized that treatment is very important to help you to stay sober and get help from trained people
- 1.4.11 There are different types of treatment for different problems
- 1.4.12 Absent from work because of alcohol abuse/dependency

Trends

- ✘ They managed to recall important factors regarding treatment such as withdrawal, medication, trained people to do therapy, etc.

2. The relevance of the module

2.1 To what extent did the module have a positive impact on your **job performance/ productivity**? *Please motivate your answer*

- 2.1.1 Any influence on productivity - has not been confronted with that
- 2.1.2 More aware not to come to work under the influence
- 2.1.3 Have to manage your drinking so that it does not have an effect on your job performance
- 2.1.4 The more knowledge you have, the better choices you make
- 2.1.5 I honestly think the module works very well for me but at the end of the day it depends on the individual whether he/she will apply the knowledge in real life
- 2.1.6 It taught me to deal with my job without taking or being dependent on substances
- 2.1.7 I have gained a lot of experience about substance abuse/dependency and it will help me to more productive

Trends

- ✘ Understand the effect of being intoxicated on productivity.

2.2 To what extent were you able to **apply** the new knowledge and skills **in your job**? *Please motivate your answer.*

- 2.2.1 I gained the knowledge now I know I have to apply knowledge to be sober at work
- 2.2.2 Can give community members some info on substance dependency to help prevent abuse
- 2.2.3 Share knowledge with community members
- 2.2.4 Will help to identify if colleagues have an alcohol problem
- 2.2.5 Can use this info in a job in order to stay productive and perform at your peak
- 2.2.6 Will help you when you are dealing with the community
- 2.2.7 Knowledge will help you to have a better understanding of substance abuse/dependencies
- 2.2.8 As member of SAPS it is an everyday activity to apply your knowledge and skills
- 2.2.9 I am able to apply necessary skills and all knowledge that I have
- 2.2.10 I managed to speak openly about this type of issues
- 2.2.11 I am able to apply the knowledge in work and community

Trends

- ✘ Sharing the knowledge with communities as well as assisting them/colleagues in managing the problem.

2.3 To what extent did the module have a **positive** impact on your ability to **cope** with the challenges of life? *Please motivate your answer*

- 2.3.1 Had a positive impact on my life
- 2.3.2 Now I don't need a drink to gain confidence
- 2.3.3 Positive impact, because made me aware what goes on in communities
- 2.3.4 I can now identify people with a problem and advise them to go for treatment
- 2.3.5 You don't need alcohol for comfort if something is lacking
- 2.3.6 It gave me more confidence to work with people
- 2.3.7 I can cope with challenges of life like alcohol abuse, because I know how to manage myself effectively
- 2.3.8 I will be able to perform and I will be able to face challenges regarding substance dependencies
- 2.3.9 My life changed a lot, and I am able to communicate better with people who are having this problem
- 2.3.10 Now I can cope better and manage my problems without alcohol
- 2.3.11 Sometimes before I was thinking life means nothing but after this programme I realize that I can cope with the challenges of life
- 2.3.12 The programme forces me to deal with the problems that I am facing without depending on substances.

Trends

- ✘ To deal with problems without using substances.
- ✘ Assist, identify people with substance problems.

2.4 To what extent were you able to **apply** the new knowledge and skills in your **daily life**? *Please motivate your answer:*

- 2.4.1 You can identify people who need help
- 2.4.2 I am more aware of the negative impact of misuse and abuse of alcohol
- 2.4.3 Before I only focused on the benefits of alcohol
- 2.4.4 You can see which people need help
- 2.4.5 Immediately after I received more knowledge and if it suits me, I make sure that I apply it in my life – like in this case
- 2.4.6 Now I am able to enjoy and be in a good mood because I will be applying the skills that I have learned regarding safe substance usage
- 2.4.7 In my daily life I understand the types of abuse better and my knowledge has improved a lot
- 2.4.8 When I was drinking I used to skip my appointments, now without drinking I attend every appointment
- 2.4.9 I feel more confident to apply the knowledge gained from the substance dependency module

Trends

- ✘ The information enables them to assist communities and to make informed choices about their own drinking behaviour.

2.5 To what extent did the module increase your **job satisfaction**? *Please motivate your answer*

- 2.5.1 I know that if I don't use alcohol to solve problems I will be more happy at work
- 2.5.2 Being sober guarantees effective concentration at work
- 2.5.3 To be happy without using alcohol
- 2.5.4 It depends on the individuals
- 2.5.5 Since I don't take substances I am always alert at work
- 2.5.6 I am more alert at work without being tired from hangovers.

Trends

- ✘ To understand and make sure that they are not intoxicated when going to work.

2.6 How would you rate the **value** of this module? *Please motivate your answer*

- 2.6.1 Help me to cope/manage problems without using alcohol
- 2.6.2 Good motivation to live a better live
- 2.6.3 Gained new knowledge
- 2.6.4 Forgot all the information
- 2.6.5 Easy to identify if colleagues have a problem and can advise
- 2.6.6 Knowledge gained on alcohol and drug was 50/50
- 2.6.7 Motivated to live a better lifestyle
- 2.6.8 Important for community as well

- 2.6.9 New perspective on an improved life style
- 2.6.10 Depends on individual whether he/she will change
- 2.6.11 It was a good program, because I feel better equipped to deal with life's challenges
- 2.6.12 It was a good program
- 2.6.13 It helped me to deal with my problems without taking or using any of the substances
- 2.6.14 From now on I rather fix my problems than abusing alcohol.

Trends

- ✘ Experienced as a good motivator to improve personal life style.

2.7 How would you rate the **relevance of this module? *Please motivate your answer.***

- 2.7.1 It prepares you for what comes
- 2.7.2 Good to start while still a recruit and not when you are 10 years in service
- 2.7.3 Prevention is better than a cure that is why it has to be presented early in a person's life
- 2.7.4 This is not only for people who have a problem but for everyone to have this knowledge
- 2.7.5 All SAPS employees should receive this programme
- 2.7.6 It depends on those who conduct the workshop and to those who are attending the program
- 2.7.7 Gave me guidance on how to handle things
- 2.7.8 I am relieved because from now I know how to take the necessary steps concerning my life and job
- 2.7.9 The relevance is great and the information changed my attitude
- 2.7.10 I think it is important for each police officer to know this information
- 2.7.11 I am a different person now after the program
- 2.7.12 I can guide someone who abuses medication/drugs to limit intakes by following the daily limits
- 2.7.13 I rate the relevance of this module as excellent, because I know how to know a person who is addicted.

Trends

- ✘ The recruits mentioned it as very relevant, especially at the commencement of their career as police officials.

3. Knowledge, attitude and behaviour

3.1 To what extent do you think this module changed your **knowledge on the subject of substance dependency? *Please motivate your answer.***

- 3.1.1 Before I knew alcohol can damage your body, now I know what specific organs and parts are effected
- 3.1.2 Legal drugs was new info
- 3.1.3 Did have the knowledge, but learned new terms like names of phases
- 3.1.4 Legal/prescriptive drugs was new, the knowledge
- 3.1.5 A more and better knowledge
- 3.1.6 It changes it more or less about 50%, before and now

- 3.1.7 Now I know to depend on something is not good because you will get problems everyday
- 3.1.8 Understand life in a different way
- 3.1.9 I never knew substance dependency was that serious
- 3.1.10 I have learned I can't solve my problems by using substances I rather go to chaplains/social workers or professional counsellor
- 3.1.11 I have learned more about legal/illegal substances.

Trends

- ✘ The recruits' knowledge increased regarding most of the aspects that were dealt during the presentation of the module

3.2 To what extent do you think this module changed your attitude towards substance dependency? Please motivate your answer.

- 3.2.1 Sometimes you know things are wrong but you still do it
- 3.2.2 Social workers reinforce the dangers of alcohol and it helped me to make better choices
- 3.2.3 Before, I thought alcohol usage was only positive, now I know my limits
- 3.2.4 Made me more sensitive regarding the usage of substances
- 3.2.5 Understand better why some people is alcoholics
- 3.2.6 Made aware of how much and often I drink
- 3.2.7 Know your limits
- 3.2.8 More sensitive towards people who have an alcoholic problem
- 3.2.9 At least I am now more careful regarding substance usage than before
- 3.2.10 My attitude regarding the effect of substance usage has changed
- 3.2.11 I respect and want to help people understand substance dependencies
- 3.2.12 I see it in a new light and now know how it affects me
- 3.2.13 It turned my attitude towards substances from positive to negative, because I used to drink a lot of liquor when I was stressed.

Trends

- ✘ The information provided on the different substances and the impact thereof had a positive effect on the recruits' attitude towards their drinking habits and those of others.

3.3 To what extent do you think this module changed your behaviour regarding substance dependency? Please motivate your answer.

- 3.3.1 I read pamphlets of medicine, before using it
- 3.3.2 I know my limits
- 3.3.3 I am still an occasional drinker but drink less when socializing
- 3.3.4 Drink much less
- 3.3.5 My behaviour is better, therefore I have better relations with other people

- 3.3.6 At the end of the day it depends on the individual, the moment I received the info I started to be more careful regarding substance dependency
- 3.3.7 I can be like a normal person without it
- 3.3.8 I'll be able to help others, including myself and behave in a good manner
- 3.3.9 I can tell other individuals not to abuse substances when they are facing a lot of problems, they rather consult social workers or chaplains

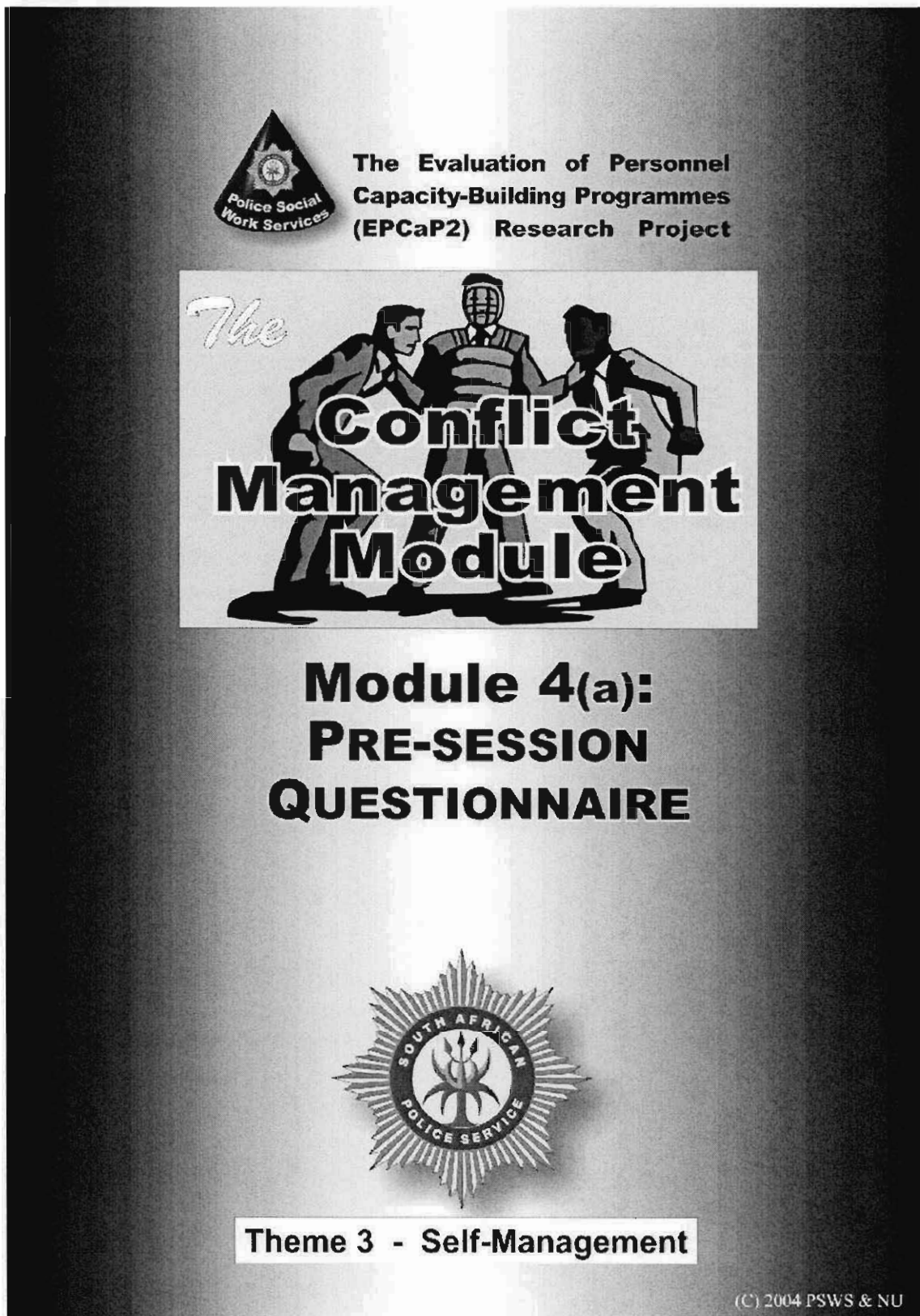
Trends

- ✘ Their behaviour is more cautious with regard to the use of substances and the impact thereof.

APPENDIX 9:
QUESTIONNAIRES USED IN THE EVALUATION
OF MODULE 4: CONFLICT MANAGEMENT

M4(a)	Pre-session questionnaire:	Pre-test - Experimental group
M4(b)	Post-session questionnaire:	Post-test - Experimental group
M4(c)	1 st questionnaire:	Pre-test - Control group
M4(d)	2 nd questionnaire:	Post-test - Control group

M4(a) Pre-session questionnaire (Pre-test: Experimental group)



The cover features a dark background with a central white rectangular area. At the top left is the logo for Police Social Work Services, a triangle containing a police star. To its right is the text 'The Evaluation of Personnel Capacity-Building Programmes (EPCaP2) Research Project'. The central white area contains the title 'The Conflict Management Module' in a stylized font, with an illustration of three men in suits. Below this is the text 'Module 4(a): PRE-SESSION QUESTIONNAIRE'. At the bottom center is the South African Police Service crest, a star with a central emblem. Below the crest is a white box containing the text 'Theme 3 - Self-Management'. In the bottom right corner, there is a small copyright notice: '(C) 2004 PSWS & NU'.

The Evaluation of Personnel Capacity-Building Programmes (EPCaP2) Research Project

The **Conflict Management Module**

**Module 4(a):
PRE-SESSION
QUESTIONNAIRE**

Theme 3 - Self-Management

(C) 2004 PSWS & NU

QUESTIONNAIRE: CONFLICT MANAGEMENT

This questionnaire covers Module 4: Conflict Management.
It must be completed before the start of the Module

1. INTRODUCTION

You are about to complete the "CONFLICT MANAGEMENT" module. This module forms part of a large and expensive initiative and we must know how effective it is. For this we need *your* input. Please complete the following questionnaire **honestly** and **in full**, and please don't guess. We need *your* honest and personal views – it will help us to serve you and your colleagues better.

2. INSTRUCTIONS FOR COMPLETING THIS QUESTIONNAIRE

The following questionnaire must be completed *before* the start of the module.

- 2.1 Mark the answers **on this questionnaire** by making a cross ☒ in the appropriate blocks. The cross must not touch the outline of the block.
- 2.2 Mark only **one** answer per question.
- 2.3 Answer **all** the questions.
- 2.4 Complete the questionnaire **on your own**.

This questionnaire contains several personal questions. *Don't write your name anywhere on it.* However, for research purposes we need you to generate a **secret identification code**. This code will be used to *match this questionnaire to others* that you will or have completed. **It will not identify you as a person.**

When you have completed the questionnaire, please return it to the presenter, who will seal it in an envelope and hand it to the research team. By completing this questionnaire you give permission that the data may be used for research purposes.

3. HOW TO START

Parts 1 to 4 are designed to link you with a specific intake, training provision institution, etc. In addition, these answers will be used to generate the **secret identification code** that only *you* will know.

PART 1: MODULE PARTICULARS

- In the first row below, write the initials and surname of the person who will be **presenting** this particular module.
- In the second row, write the **date** on which the module will be presented.
- In the third row indicate - by making a cross ☒ in the appropriate block - the **training provision institution** where the module will be presented.
- In the fourth row, write your **platoon number**.

<i>Presenter:</i>					Office use
<i>Date:</i>	____ / ____ / 2005				
<i>Place:</i>	1. <i>Oudtshoorn</i>	2. <i>Pretoria</i>	3. <i>Bisho</i>		
<i>Platoon number:</i>	4. <i>Graaff-Reinet</i>	5. <i>Chatsworth</i>	6. <i>Phillipi</i>	7. <i>Jakkalsdans</i>	

PART 2: PART OF SECRET CODE

In the next six blocks, indicate your birth date. For example, if you were born on 15 January 1982, indicate it as follows: 150182

D	D	M	M	Y	Y
---	---	---	---	---	---

PART 3: GENDER AND SECRET CODE

Please make a cross in the appropriate block

1. <i>Male</i>	2. <i>Female</i>
----------------	------------------

PART 4: RACE

Please make a cross in the appropriate block

1. <i>Asian</i>	2. <i>Black</i>	3. <i>Coloured</i>	4. <i>White</i>
-----------------	-----------------	--------------------	-----------------

SCALE 1: TRUE OR FALSE

To what extent are each of the following statements true or false?

1. A difference in people's personal values is often a major cause of conflict	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
2. A difference in people's perception is often a major cause of conflict	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
3. A difference in people's interests is often a major cause of conflict	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
4. Interpersonal competition is a form of conflict	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
5. The best way to deal with conflict is to avoid it	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
6. If you try to compromise, you will lose the battle	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
7. Aggressive behaviour will intensify a conflict situation	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
8. The "owl" represents a person who seeks solutions that will satisfy all the parties involved in a conflict situation	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>

SCALE 2: MOST RELEVANT RESPONSE

Choose the most relevant response to each question

1. *Poor* = I am totally lost in this area.
2. *Inadequate* = I know a little, but not enough to feel comfortable.
3. *Adequate* = I am fairly comfortable with my knowledge in this area.
4. *Excellent* = I have mastered this area (i.e. I know 75% more than most people).

1. My knowledge of the <i>definition of conflict</i> can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
2. My knowledge of the <i>reasons for conflict</i> can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
3. My knowledge of the <i>different feelings</i> surrounding conflict can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
4. My knowledge of the <i>different conflict management strategies</i> can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
5. My knowledge of the <i>five animals</i> that is used to illustrate the conflict managing strategies can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
6. My knowledge of the <i>conflict management model</i> can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
7. My knowledge of <i>how</i> conflict situations can be reduced can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
8. My knowledge of the <i>behaviour</i> that leads to positive conflict resolution can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
9. My knowledge of the <i>conflict management guidelines</i> can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>

SCALE 3: AGREE/DISAGREE

To what extent do you agree or disagree with each of the following statements?

1. When confronted with a conflict situation, I am not sure which conflict handling strategy to use	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
2. A collaborating conflict handling style is the best style to use	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
3. If you choose the collaborating conflict handling style, you are behaving in an adult manner	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
4. I feel that a conflict situation is successfully resolved when purposeful decisions are taken by the parties involved	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>

SCALE 4: HOW OFTEN

How often have the following things occurred in the past?

(Please answer the following questions absolutely honestly)

1. How often have you used only one conflict management strategy at a time?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
2. How often have you taken responsibility for your own thoughts and feelings when dealing with conflict?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
3. How often have you used "I-messages" in a conflict situation?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
4. How often have you maintained good eye-contact with the other party/parties during conflict?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
5. How often have you expressed your feelings during conflict?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
6. How often have you deliberately chosen a convenient time to deal with a conflict situation?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
7. How often have you only focussed on the issue at hand and not the individual(s) involved?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
8. How often have you first clarified the cause/reason for the conflict before addressing it?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
9. How often have you drawn up a list of possible solutions for a conflict situation?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
10. How often have you evaluated each proposed solution when trying to resolve a conflict?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
11. How often have you ensured that all the parties involved were satisfied with the solutions to the conflict?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
12. How often have you used more than one conflict management strategy at a time?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
13. How often have you consciously chosen the conflict handling strategy that was most appropriate for the specific conflict situation?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
14. How often have you used the <i>guidelines for conflict management</i> ?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
15. How often have you been aware of the possibility that your particular behaviour could intensify a conflict situation?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
16. How often have you tried to find the <i>real</i> reasons for a specific conflict situation?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
17. How often have you viewed a conflict situation from the other person's perspective?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
18. How often have you been aware of your own feelings surrounding conflict?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always

Thank you for completing the "Conflict Management" questionnaire

M4(b) Post-session questionnaire (Post-test: Experimental group)



The Evaluation of Personnel
Capacity-Building Programmes
(EPCaP2) Research Project



**Module 4(b):
POST-SESSION
QUESTIONNAIRE**



Theme 3 - Self-Management

(C) 2004 PSWS & NU

QUESTIONNAIRE: CONFLICT MANAGEMENT

This questionnaire covers Module 4: Conflict Management
It must be completed after the presentation of the Module

1. INTRODUCTION

You have just completed the "CONFLICT MANAGEMENT" Module. This module forms part of a large and expensive initiative and we must know how effective it is. For this we need your input. Please complete the following questionnaire **honestly** and **in full**, and please **don't guess**. We need *your* honest and personal views - it will help us to serve you and your colleagues better.

2. INSTRUCTIONS FOR COMPLETING THIS QUESTIONNAIRE

This questionnaire must be completed *directly after* the module.

- 2.1 Mark the answers **on this questionnaire** by making a cross in the appropriate blocks. The cross must not touch the outline of the block.
- 2.2 Mark only **one** answer per question.
- 2.3 Answer **all** questions.
- 2.4 Complete the questionnaire **on your own**.

This questionnaire contains several personal questions. *Don't write your name anywhere on it.* However, for research purposes we need you to generate a **secret identification code**. This code will be used to *match this questionnaire to others* that you will or have completed. **It will not identify you as a person.**

When you have completed the questionnaire, please return it to the presenter, who will seal it in an envelope and hand it to the research team. By completing this questionnaire you give permission that the data may be used for research purposes.

3. HOW TO START

Parts 1 to 4 are designed to link you with a specific intake, training provision institution etc. In addition, these answers will be used to generate the **secret identification code** that only *you* will know.

PART 1: MODULE PARTICULARS

- In the first row below, write the initials and surname of the person who will be **presenting** this particular module.
- In the second row, write the **date** on which the module will be presented.
- In the third row indicate - by making a cross in the appropriate block - the **training provision institution** where the module will be presented.
- In the fourth row, write your **platoon number**.

<i>Presenter:</i>					Office use
<i>Date:</i>	____ / ____ / 2005				
<i>Place:</i>	1.	2.	3.		
	<i>Oudtshoorn</i>	<i>Pretoria</i>	<i>Bisho</i>		
	4.	5.	6.	7.	
	<i>Graaff-Reinet</i>	<i>Chatsworth</i>	<i>Phillipi</i>	<i>Jakkalsdams</i>	
<i>Platoon number:</i>					

PART 2: PART OF SECRET CODE

In the next six blocks, indicate your birth date. For example, if you were born on 15 January 1982, indicate it as follows: 150182

D	D	M	M	Y	Y
---	---	---	---	---	---

PART 3: GENDER AND SECRET CODE

Please make a cross in the appropriate block

1. Male

2. Female

PART 4: RACE

Please make a cross in the appropriate block

1. Asian

2. Black

3. Coloured

4. White

SCALE 1: TRUE OR FALSE

To what extent are each of the following statements true or false?

1. A difference in people's <i>personal values</i> is often a major cause of conflict	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
2. A difference in people's <i>perception</i> is often a major cause of conflict	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
3. A difference in people's <i>interests</i> is often a major cause of conflict	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
4. Interpersonal competition is a form of conflict	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
5. The best way to deal with conflict is to avoid it	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
6. If you try to compromise, you will loose the battle	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
7. Aggressive behaviour will intensify a conflict situation	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
8. The "owl" represents a person who seeks solutions that will satisfy all the parties involved in a conflict situation	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>

SCALE 2: MOST RELEVANT RESPONSE

Choose the most relevant response to each question

1. *Poor* = I am totally lost in this area.
2. *Inadequate* = I know a little, but not enough to feel comfortable.
3. *Adequate* = I am fairly comfortable with my knowledge in this area.
4. *Excellent* = I have mastered this area (i.e. I know 75% more than most people).

1. My knowledge of the <i>definition of conflict</i> can now be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
2. My knowledge of the <i>reasons for conflict</i> can now be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
3. My knowledge of the <i>different feelings</i> surrounding conflict can now be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
4. My knowledge of the different <i>conflict management strategies</i> can now be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
5. My knowledge of the <i>five animals</i> that is used to illustrate the conflict managing strategies can now be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
6. My knowledge of the <i>conflict management model</i> can now be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
7. My knowledge of <i>how</i> conflict situations can be reduced can now be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
8. My knowledge of the <i>behaviour</i> that leads to positive conflict resolution can now be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
9. My knowledge of the <i>conflict management guidelines</i> can now be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>

SCALE 3: AGREE/DISAGREE

To what extent do you agree or disagree with each of the following statements?

1. When confronted with a conflict situation, I am not sure which conflict handling strategy to use	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
2. A collaborating conflict handling style is the best style to use	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
3. If you choose the collaborating conflict handling style, you are behaving in an adult manner	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
4. I will feel that a conflict situation is successfully resolved when purposeful decisions are taken by the parties involved	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>

SCALE 4: HOW OFTEN

How often will the following things occur in the future?

(Please answer the following questions *absolutely honestly*)

1. How often will you use only one conflict management strategy at a time?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
2. How often will you take responsibility for your own thoughts and feelings when dealing with conflict?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
3. How often will you use "I-messages" in a conflict situation?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
4. How often will you maintain good eye-contact with the other party/parties during conflict?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
5. How often will you express your feelings during conflict	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
6. How often will you deliberately choose a convenient time to deal with a conflict situation?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
7. How often will you only focus on the issue at hand and not on the individual(s) involved	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
8. How often will you first clarify the cause/reason for the conflict before addressing it?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
9. How often will you draw up a list of possible solutions for a conflict situation?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
10. How often will you evaluate each proposed solution when trying to resolve conflict?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
11. How often will you ensure that all parties involved are satisfied with the solutions to the conflict?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
12. How often will you use more than one conflict management strategy at a time?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
13. How often will you consciously choose the conflict handling strategy that is most appropriate for the specific conflict situation?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
14. How often will you use the <i>guidelines for conflict management</i> ?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
15. How often will you be aware of the possibility that your particular behaviour could intensify a conflict situation?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
16. How often will you try to find the <i>real</i> reasons for a specific conflict situation?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
17. How often will you view a conflict situation from the other person's perspective?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
18. How often will you be aware of your own feelings surrounding conflict?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always

SCALE 5: EVALUATION OF THE STUDY UNIT'S VALUE

Instructions:

Please evaluate the *value* of the study unit by completing each of the following questions

1. How would you rate the value of the section: <i>"The definition of conflict"</i>	1. <i>It had little or no value</i>	2. <i>It had below average value</i>	3. <i>It had above average value</i>	4. <i>It had a lot of value</i>
2. How would you rate the value of the section: <i>"Reasons for conflict"</i> {It also included types of conflict}	1. <i>It had little or no value</i>	2. <i>It had below average value</i>	3. <i>It had above average value</i>	4. <i>It had a lot of value</i>
3. How would you rate the value of the section: <i>"Feelings surrounding conflict"</i> {It included the different pictures that was used}	1. <i>It had little or no value</i>	2. <i>It had below average value</i>	3. <i>It had above average value</i>	4. <i>It had a lot of value</i>
4. How would you rate the value of the section: <i>"Your behaviour as a result of conflict"</i> {It included defence mechanisms , e.g. the saboteur}	1. <i>It had little or no value</i>	2. <i>It had below average value</i>	3. <i>It had above average value</i>	4. <i>It had a lot of value</i>
5. How would you rate the value of the section: <i>"Five main strategies for managing conflict"</i> {It included the questionnaire}	1. <i>It had little or no value</i>	2. <i>It had below average value</i>	3. <i>It had above average value</i>	4. <i>It had a lot of value</i>
6. How would you rate the value of the section: <i>"Guidelines for managing conflict"</i>	1. <i>It had little or no value</i>	2. <i>It had below average value</i>	3. <i>It had above average value</i>	4. <i>It had a lot of value</i>
7. How would you rate the <u>overall value</u> of the <i>Conflict Management</i> study unit?	1. <i>It had little or no value</i>	2. <i>It had below average value</i>	3. <i>It had above average value</i>	4. <i>It had a lot of value</i>

SCALE 6: EVALUATION OF THE STUDY UNIT'S RELEVANCE

Instructions:

Please evaluate the *relevance* of the study unit by completing each of the following questions

1. The study unit will have a <i>positive impact</i> on my job performance	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
2. I will be able to <i>apply</i> my new <i>knowledge</i> in my job	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
3. I will be able to <i>apply</i> my new <i>skills</i> in my job	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
4. The study unit will have a <i>positive impact</i> on my ability to cope with the challenges of life	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
5. I will be able to <i>apply</i> my new <i>knowledge</i> in my daily life	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
6. I will be able to <i>apply</i> my new <i>skills</i> in my daily life	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
7. The study unit will increase my job satisfaction	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
8. The study unit will increase my productivity	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
9. The study unit will improve my ability to function in work related teams (e.g. platoons, teams, units)	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
10. The study unit will improve my ability to render a good service to SAPS customers	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
11. All other SAPS personnel should receive this study unit	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
12. If all things are taken into account, this study unit was relevant for my job and personal life	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>

Thank you for completing this "Conflict Management" questionnaire

M4(c) 1st questionnaire (Pre-test: Control group)



The Evaluation of Personnel
Capacity-Building Programmes
(EPCaP2) Research Project



M4(c): CONTROL GROUP
1ST QUESTIONNAIRE



Theme 3 - Self-Management

(C) 2004 PSWS & NU

QUESTIONNAIRE: CONFLICT MANAGEMENT

This 1st questionnaire must be completed by the *control group* at the *beginning* of the day.

1. Introduction

You have been chosen as a member of a control group in a research project into the effectiveness of the “*Conflict management*” module. You will receive this module later on as part of *Theme 3: Self-Management*. The module is part of a large and expensive initiative and we must know how effective it is in meeting the needs of trainees. For this we need your help. Please complete the following questionnaire **honestly** and **in full**, and please don't guess. We need *your* honest and personal views – it will ultimately help us to serve you and your colleagues better.

2. Instructions for completing this Questionnaire

The following is the *first* of 2 questionnaires that deals with various issues relating to life skills.

- 2.1 Mark all the answers **on this questionnaire** by making a **cross** ☒ in the appropriate blocks. The cross must not touch the outline of the block.
- 2.2 Mark only **one** answer per question.
- 2.3 Answer **all** the questions.
- 2.4 Complete the questionnaire **on your own**.

This questionnaire contains several personal questions. *Don't write your name anywhere on it.* However, for research purposes we need you to generate a **secret identification code**. This code will be used to *match this questionnaire to others* that you will or have completed. **It will not identify you as a person.**

After you have completed the questionnaire, please return it to the contact person, who will seal it in an envelope and hand it over to the research team. By completing this questionnaire you give permission that the data may be used for research purposes.

3. How to start

Parts 1 to 4 are designed to link you with a specific intake, training provision institution, etc. In addition, these answers will be used to generate the **secret identification code** that only *you* will know.

PART 1: MODULE PARTICULARS

- In the first row below, write the initials and surname of the **contact person** who issued you this questionnaire.
- In the second row, write the **date** on which this questionnaire was completed.
- In the third row indicate - by making a **cross** ☒ in the appropriate block - the **training provision institution** where this questionnaire was completed.
- In the fourth row, write your **platoon number**

					Office use	
<i>Contact person:</i>						
<i>Date:</i>	_____ / _____ / 2005					
<i>Place:</i>	1. Oudtshoorn	2. Pretoria	3. Bisho			
	4. Graaff-Reinet	5. Chatsworth	6. Phillipi	7. Jakkalsdans		
<i>Platoon number:</i>						

PART 2: PART OF SECRET CODE

In the next six blocks, indicate your birth date. For example, if you were born on 15 January 1982, indicate it as follows: 150182

D	D	M	M	Y	Y
---	---	---	---	---	---

PART 3: GENDER AND SECRET CODE

Please make a cross in the appropriate block

1. Male

2. Female

PART 4: RACE

Please make a cross in the appropriate block

1. Asian

2. Black

3. Coloured

4. White

SCALE 1: TRUE OR FALSE

To what extent is each of the following statements true or false?

1. A difference in people's personal <i>values</i> is often a major cause of conflict	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
2. A difference in people's <i>perception</i> is often a major cause of conflict	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
3. A difference in people's <i>interests</i> is often a major cause of conflict	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
4. Interpersonal competition is a form of conflict	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
5. The best way to deal with conflict is to avoid it	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
6. If you try to compromise, you will lose the battle	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
7. Aggressive behaviour will intensify a conflict situation	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
8. The 'owl' represents a person who seeks solutions that will satisfy all the parties involved in a conflict situation	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>

SCALE 2: MOST RELEVANT RESPONSE

Choose the most relevant response to each question

1. *Poor* = I am totally lost in this area.
2. *Inadequate* = I know a little, but not enough to feel comfortable.
3. *Adequate* = I am fairly comfortable with my knowledge in this area.
4. *Excellent* = I have mastered this area (i.e. I know 75% more than most people).

1. My knowledge of the <i>definition of conflict</i> can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
2. My knowledge of the <i>reasons for conflict</i> can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
3. My knowledge of the <i>different feelings</i> surrounding conflict can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
4. My knowledge of the <i>different conflict management strategies</i> can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
5. My knowledge of the <i>five animals</i> that is used to illustrate the conflict managing strategies can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
6. My knowledge of the <i>conflict management model</i> can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
7. My knowledge of <i>how</i> conflict situations can be reduced can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
8. My knowledge of the <i>behaviour</i> that leads to positive conflict resolution can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
9. My knowledge of the <i>conflict management guidelines</i> can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>

SCALE 3: AGREE/DISAGREE

To what extent do you agree or disagree with each of the following statements?

1. When confronted with a conflict situation, I am not sure which conflict handling strategy to use	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
2. A collaborating conflict handling style is the best style to use	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
3. If you choose the collaborating conflict handling style, you are behaving in an adult manner	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
4. I feel that a conflict situation is successfully resolved when purposeful decisions are taken by the parties involved	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>

SCALE 4: HOW OFTEN

How often have the following things occurred in your life?

(Please answer the following questions absolutely honestly)

1. How often do you use only one conflict management strategy at a time?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
2. How often do you take responsibility for your own thoughts and feelings when dealing with conflict?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
3. How often do you use "I-messages" in a conflict situation?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
4. How often do you maintain good eye-contact with the other party/parties during conflict?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
5. How often do you express your feelings during conflict	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
6. How often do you deliberately choose a convenient time to deal with a conflict situation?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
7. How often do you only focus on the issue at hand and not the individual(s) involved	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
8. How often do you first clarify the cause/reason for the conflict before addressing it?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
9. How often do you draw up a list of possible solutions for a conflict situation?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
10. How often do you evaluate each proposed solution when trying to resolve a conflict?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
11. How often do you ensure that all the parties involved are satisfied with the solutions to the conflict?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
12. How often do you use more than one conflict management strategy at a time?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
13. How often do you consciously choose the conflict handling strategy that is most appropriate for the specific conflict situation?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
14. How often do you use the <i>guidelines for conflict management</i> ?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
15. How often are you aware of the possibility that your particular behaviour could intensify a conflict situation?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
16. How often do you try to find the <i>real</i> reasons for a specific conflict situation?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
17. How often do you view a conflict situation from the other person's perspective?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
18. How often are you aware of your own feelings surrounding conflict?	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always

Thank you for completing the "Conflict management" questionnaire

M4(d) 2nd questionnaire (Post-test: Control group)



The Evaluation of Personnel
Capacity-Building Programmes
(EPCaP2) Research Project



**M4(d): CONTROL GROUP
2ND QUESTIONNAIRE**



Theme 3 - Self-Management

(C) 2004 PSWS & NU

QUESTIONNAIRE: CONFLICT MANAGEMENT

This 2nd questionnaire must be completed by the control group
at the
end of the day.

1. Introduction

You have been chosen as a member of a control group in a research project into the effectiveness of the “*Conflict management*” module. You will receive this module later on as part of *Theme 3: Self-Management*. The module is part of a large and expensive initiative and we must know how effective it is in meeting the needs of trainees. For this we need **your** help. Please complete the following questionnaire **honestly** and **in full**, and please **don't guess**. We need *your* honest and personal views – it will ultimately help us to serve you and your colleagues better.

2. Instructions for completing this Questionnaire

The following is the *second* of 2 questionnaires that deals with various issues relating to life skills.

- 2.1 Mark all the answers **on this questionnaire** by making a cross ☒ in the appropriate blocks. The cross must not touch the outline of the block.
- 2.2 Mark only **one** answer per question.
- 2.3 Answer **all** the questions.
- 2.4 Complete the questionnaire **on your own**.

This questionnaire contains several personal questions. *Don't write your name anywhere on it.* However, for research purposes we need you to generate a **secret identification code**. This code will be used to *match this questionnaire to others* that you will or have completed. **It will not identify you as a person.**

After you have completed the questionnaire, please return it to the contact person, who will seal it in an envelope and hand it over to the research team. By completing this questionnaire you give permission that the data may be used for research purposes.

3. How to start

Parts 1 to 4 are designed to link you with a specific intake, training provision institution, etc. In addition, these answers will be used to generate the **secret identification code** that only *you* will know.

PART 1: MODULE PARTICULARS

- In the first row below, write the initials and surname of the **contact person** who issued you this questionnaire.
- In the second row, write the **date** on which this questionnaire was completed.
- In the third row indicate - by making a cross ☒ in the appropriate block - the **training provision institution** where this questionnaire was completed.
- In the fourth row, write your **platoon number**

					Office use	
Contact person:						
Date:	____ / ____ / 2005					
Place:	1. Oudtshoorn	2. Pretoria	3. Bisho			
	4. Graaff-Reinet	5. Chatsworth	6. Phillipi	7. Jakkalsdans		
Platoon number:						

PART 2: PART OF SECRET CODE

In the next six blocks, indicate your birth date. For example, if you were born on 15 January 1982, indicate it as follows: 150182

D	D	M	M	Y	Y
---	---	---	---	---	---

PART 3: GENDER AND SECRET CODE

Please make a cross in the appropriate block

1. Male	2. Female
---------	-----------

PART 4: RACE

Please make a cross in the appropriate block

1. Asian	2. Black	3. Coloured	4. White
----------	----------	-------------	----------

SCALE 1: TRUE OR FALSE

To what extent is each of the following statements true or false?

1. A difference in people's personal values is often a major cause of conflict	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
2. A difference in people's perception is often a major cause of conflict	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
3. A difference in people's interests is often a major cause of conflict	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
4. Interpersonal competition is a form of conflict	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
5. The best way to deal with conflict is to avoid it	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
6. If you try to compromise, you will lose the battle	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
7. Aggressive behaviour will intensify a conflict situation	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
8. The 'owl' represents a person who seeks solutions that will satisfy all the parties involved in a conflict situation	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>

SCALE 2: MOST RELEVANT RESPONSE

Choose the most relevant response to each question

1. *Poor* = I am totally lost in this area.
 2. *Inadequate* = I know a little, but not enough to feel comfortable.
 3. *Adequate* = I am fairly comfortable with my knowledge in this area.
 4. *Excellent* = I have mastered this area (i.e. I know 75% more than most people).

1. My knowledge of the <i>definition of conflict</i> can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
2. My knowledge of the <i>reasons for conflict</i> can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
3. My knowledge of the <i>different feelings</i> surrounding conflict can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
4. My knowledge of the <i>different conflict management strategies</i> can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
5. My knowledge of the <i>five animals</i> that is used to illustrate the conflict managing strategies can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
6. My knowledge of the <i>conflict management model</i> can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
7. My knowledge of <i>how</i> conflict situations can be reduced can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
8. My knowledge of the <i>behaviour</i> that leads to positive conflict resolution can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
9. My knowledge of the <i>conflict management guidelines</i> can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>

SCALE 3: AGREE/DISAGREE

To what extent do you agree or disagree with each of the following statements?

1. When confronted with a conflict situation, I am not sure which conflict handling strategy to use	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
2. A collaborating conflict handling style is the best style to use	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
3. If you choose the collaborating conflict handling style, you are behaving in an adult manner	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
4. I feel that a conflict situation is successfully resolved when purposeful decisions are taken by the parties involved	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>

SCALE 4: HOW OFTEN

How often have the following things occurred in your life?

(Please answer the following questions *absolutely* honestly)

1. How often do you use only one conflict management strategy at a time?	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>
2. How often do you take responsibility for your own thoughts and feelings when dealing with conflict?	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>
3. How often do you use "I-messages" in a conflict situation?	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>
4. How often do you maintain good eye-contact with the other party/parties during conflict?	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>
5. How often do you express your feelings during conflict?	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>
6. How often do you deliberately choose a convenient time to deal with a conflict situation?	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>
7. How often do you only focus on the issue at hand and not the individual(s) involved?	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>
8. How often do you first clarify the cause/reason for the conflict before addressing it?	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>
9. How often do you draw up a list of possible solutions for a conflict situation?	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>
10. How often do you evaluate each proposed solution when trying to resolve a conflict?	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>
11. How often do you ensure that all the parties involved are satisfied with the solutions to the conflict?	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>
12. How often do you use more than one conflict management strategy at a time?	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>
13. How often do you consciously choose the conflict handling strategy that is most appropriate for the specific conflict situation?	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>
14. How often do you use the <i>guidelines for conflict management</i> ?	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>
15. How often are you aware of the possibility that your particular behaviour could intensify a conflict situation?	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>
16. How often do you try to find the <i>real</i> reasons for a specific conflict situation?	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>
17. How often do you view a conflict situation from the other person's perspective?	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>
18. How often are you aware of your own feelings surrounding conflict?	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>

Thank you for completing this "Conflict Management" questionnaire

APPENDIX 10:
QUESTIONNAIRES USED IN THE EVALUATION
OF MODULE 5: ASSERTIVENESS

M 5(a)	Pre-session questionnaire:	Pre-test - Experimental group
M 5(b)	Post-session questionnaire:	Post-test - Experimental group
M 5(c)	1 st questionnaire:	Pre-test - Control group
M 5(d)	2 nd questionnaire:	Post-test - Control group

M5(a) Pre-session questionnaire (Pre-test: Experimental group)



**The Evaluation of Personnel
Capacity-Building Programmes
(EPCaP2) Research Project**

The
**Assertiveness
Module**



**Module 5(a):
PRE-SESSION
QUESTIONNAIRE**



Theme 3 - Self-Management

(C) 2004 PSWS & NU

QUESTIONNAIRE: ASSERTIVENESS

This questionnaire covers Module 5: Assertiveness.
It must be completed before the start of the Module

1. Introduction

You are about to complete the "ASSERTIVENESS" module. This module forms part of a large and expensive initiative and we must know how effective it is. For this we need *your* input. Please complete the following questionnaire **honestly** and **in full**, and please **don't guess**. We need *your* honest and personal views – it will help us to serve you and your colleagues better.

2. Instructions for completing this Questionnaire

The following questionnaire must be completed *before* the start of the module.

- 2.1 Mark the answers **on this questionnaire** by making a cross ☒ in the appropriate blocks. The cross must not touch the outline of the block.
- 2.2 Mark only **one** answer per question.
- 2.3 Answer **all** the questions.
- 2.4 Complete the questionnaire **on your own**.

This questionnaire contains several personal questions. *Don't write your name anywhere on it.* However, for research purposes we need you to generate a **secret identification code**. This code will be used to *match this questionnaire to others* that you will or have completed. **It will not identify you as a person.**

When you have completed the questionnaire, please return it to the presenter, who will seal it in an envelope and hand it to the research team. By completing this questionnaire you give permission that the data may be used for research purposes.

3. How to start

Parts 1 to 4 are designed to link you with a specific intake, training provision institution, etc. In addition, these answers will be used to generate the **secret identification code** that only *you* will know.

PART 1: MODULE PARTICULARS

- In the first row below, write the initials and surname of the person who will be **presenting** this particular module.
- In the second row, write the **date** on which the module will be presented.
- In the third row indicate - by making a cross ☒ in the appropriate block - the **training provision institution** where the module will be presented.
- In the fourth row, write your **platoon number**.

Presenter:					Office use
Date:	/ / 2005				
Place:	1. Oudtshoorn	2. Pretoria	3. Bisho		
Platoon number:	4. Graaff-Reinet	5. Chatsworth	6. Phillipi	7. Jakkalsdans	

PART 2: PART OF SECRET CODE

In the next six blocks, indicate your birth date. For example, if you were born on 15 January 1982, indicate it as follows: 150182

D	D	M	M	Y	Y
---	---	---	---	---	---

PART 3: GENDER AND SECRET CODE

Please make a cross in the appropriate block

1. *Male*

2. *Female*

PART 4: RACE

Please make a cross in the appropriate block

1. *Asian*

2. *Black*

3. *Coloured*

4. *White*

SCALE 1: TRUE OR FALSE

To what extent is each of the following statements true or false?

1. Being self-assertiveness means communicating without exaggerations	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
2. Self-assertive people will express their feelings and needs clearly	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
3. Self-assertive people do not acknowledge the rights of others	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
4. Passive people tend to violate their own rights	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
5. Being passive is a form of manipulation	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
6. Behaving passively means avoiding honest expression of feelings and thoughts	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
7. Aggressive people usually demand that their personal rights should be acknowledged	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
8. Aggressive people tend to communicate by means of <i>reproaches</i>	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
9. Aggressive people tend to communicate by means of <i>soothing</i>	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
10. Aggressive people tend to communicate by means of <i>accusations</i>	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
11. People have the right to express themselves openly for as long as they do not violate the rights of others	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>

12. Being treated in a civil manner is one of an individual's "personal rights"	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
13. People who are passive tend not to share their feelings and thoughts with others	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
14. Being assertive does not imply that you should present yourself to others in a direct and honest manner	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
15. Assertive people take responsibility for their feelings	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
16. Assertive people get what they want by being offensive	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true

SCALE 2: MOST RELEVANT RESPONSE

Choose the most relevant response to each question

1. *Poor* = I am totally lost in this area.
2. *Inadequate* = I know a little, but not enough to feel comfortable.
3. *Adequate* = I am fairly comfortable with my knowledge in this area.
4. *Excellent* = I have mastered this area (i.e. I know 75% more than most people).

1. My knowledge of the meaning of the concept "assertiveness" can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
2. My knowledge of the definition of "self-assertive behaviour" can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
3. My knowledge of the meaning of the concept "passive behaviour" can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
4. My knowledge of the meaning of the concept "aggressive behaviour" can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
5. My knowledge of the rights of each individual can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
6. My knowledge of an assertive philosophy can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
7. My knowledge of the differences between passive, aggressive and assertive behaviour can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
8. My knowledge of giving feedback to others in an assertive manner can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>

SCALE 3: AGREE/DISAGREE

To what extent do you agree or disagree with each of the following statements?

1. I have the right to make mistakes	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
2. It is embarrassing to complain about poor service to a shop/restaurant owner	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
3. It is difficult to openly criticise others, even when I know that I am right and they are wrong	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
4. It feels as if people are taking advantage of me	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
5. I am frank about my feelings	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
6. It felt awkward to ask someone to return an item that they have borrowed from me	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
7. I sometimes find it difficult to accept compliments from other people	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
8. It is embarrassing to confront a person who attempts to push in in front of me in a queue	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
9. It is better to express your true feelings, than to keep them to yourself	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
10. It's OK if some people take advantage of my good-heartedness	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
11. I find it difficult to give compliments to other people	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
12. It is easy to say "no" to a friend who wants to borrow money from me	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
13. I find it difficult to be totally honest about my feelings	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
14. Self-belief is not an important issue	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
15. I believe in my own strengths	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
16. A person should ask questions until he/she has clarity about something they do not understand	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
17. If I stand up for my rights, it shows that I have respect for myself	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
18. It is a sacrifice of my human rights if I always attend to other people's needs first	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
19. People like people who are honest about their thoughts and feelings	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
20. If I am self-assertive, it implies that I present myself positively to other people	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>

SCALE 4: HOW OFTEN

Instructions:

How often have the following things occurred in the past?

(Please answer the following questions absolutely honestly)

1. I have stood up for my rights	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
2. I have made decisions for others	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
3. I have aggressively conveyed my own convictions to others	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
4. I have tried to reach my goals by means of flattery	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
5. I have felt self-conscious in the company of strangers	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
6. Other people have had <i>absolute</i> trust in me	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
7. My rights have been more important than the rights of others	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
8. I have apologized when I was at fault	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
9. I have been self-assertive	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
10. I have let other people know how I feel	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
11. I have allowed other people to decide what I should do	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
12. I believed in my own capabilities	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
13. I have reached my goals in a direct, aggressive manner	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
14. I have dominated others	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
15. I have done what others thought was right for me	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always

Thank you for completing the "Assertiveness" questionnaire

M5(b) Post-session questionnaire (Post-test: Experimental group)



**The Evaluation of Personnel
Capacity-Building Programmes
(EPCaP2) Research Project**

The
**Assertiveness
Module**



**Module 5(b):
POST-SESSION
QUESTIONNAIRE**



Theme 3 - Self-Management

(C) 2004 PSWS & NU

QUESTIONNAIRE: ASSERTIVENESS

This questionnaire covers Module 5: Assertiveness
It must be completed after the presentation of the Module

1. Introduction

You have just completed the “ASSERTIVENESS” Module. This module forms part of a large and expensive initiative and we must know how effective it is. For this we need your input. Please complete the following questionnaire **honestly and in full**, and please **don't guess**. We need *your* honest and personal views – it will help us to serve you and your colleagues better.

2. Instructions for completing this Questionnaire

This questionnaire must be completed *directly after* the module.

- 2.1 Mark the answers **on this questionnaire** by making a cross ☒ in the appropriate blocks. The cross must not touch the outline of the block.
- 2.2 Mark only **one** answer per question.
- 2.3 Answer **all** questions.
- 2.4 Complete the questionnaire **on your own**.

This questionnaire contains several personal questions. *Don't write your name anywhere on it.* However, for research purposes we need you to generate a **secret identification code**. This code will be used to *match this questionnaire to others* that you will or have completed. **It will not identify you as a person.**

When you have completed the questionnaire, please return it to the presenter, who will seal it in an envelope and hand it to the research team. By completing this questionnaire you give permission that the data may be used for research purposes.

3. How to start

Parts 1 to 4 are designed to link you with a specific intake, training provision institution etc. In addition, these answers will be used to generate the **secret identification code** that only *you* will know.

PART 1: MODULE PARTICULARS

- In the first row below, write the initials and surname of the person who will be **presenting** this particular module.
- In the second row, write the **date** on which the module will be presented.
- In the third row indicate - by making a cross ☒ in the appropriate block - the **training provision institution** where the module will be presented.
- In the fourth row, write your **platoon number**.

<i>Presenter:</i>					<i>Office use</i>
<i>Date:</i>	/ / 2005				
<i>Place:</i>	1. <i>Oudtshoorn</i>	2. <i>Pretoria</i>	3. <i>Bisho</i>		
<i>Platoon number:</i>	4. <i>Graaff-Reinet</i>	5. <i>Chatsworth</i>	6. <i>Phillipi</i>	7. <i>Jakkalsclans</i>	

PART 2: PART OF SECRET CODE

In the next six blocks, indicate your birth date. For example, if you were born on 15 January 1982, indicate it as follows: 150182

D	D	M	M	Y	Y
---	---	---	---	---	---

PART 3: GENDER AND SECRET CODE

Please make a cross in the appropriate block

1. Male	2. Female
---------	-----------

PART 4: RACE

Please make a cross in the appropriate block

1. Asian	2. Black	3. Coloured	4. White
----------	----------	-------------	----------

SCALE 1: TRUE OR FALSE

To what extent are each of the following statements true or false?

1. Being self-assertiveness means communicating without exaggerations	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
2. Self-assertive people will express their feelings and needs clearly	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
3. Self-assertive people do not acknowledge the rights of others	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
4. Passive people tend to violate their own rights	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
5. Being passive is a form of manipulation	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
6. Behaving passively means avoiding honest expression of feelings and thoughts	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
7. Aggressive people usually demand that their personal rights should be acknowledged	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
8. Aggressive people tend to communicate by means of <i>reproaches</i>	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
9. Aggressive people tend to communicate by means of <i>soothing</i>	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
10. Aggressive people tend to communicate by means of <i>accusations</i>	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
11. People have the right to express themselves openly for as long as they do not violate the rights of others	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true

12. Being treated in a civil manner is one of an individual's "personal rights"	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
13. People who are passive tend not to share their feelings and thoughts with others	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
14. Being assertive does not imply that you should present yourself to others in a direct and honest manner	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
15. Assertive people take responsibility for their feelings	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
16. Assertive people get what they want by being offensive	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true

SCALE 2: MOST RELEVANT RESPONSE

Choose the most relevant response to each question

1. *Poor* = I am totally lost in this area.
2. *Inadequate* = I know a little, but not enough to feel comfortable.
3. *Adequate* = I am fairly comfortable with my knowledge in this area.
4. *Excellent* = I have mastered this area (i.e. I know 75% more than most people).

1. My knowledge of the meaning of the concept "assertiveness" can now be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
2. My knowledge of the definition of "self-assertive behaviour" can now be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
3. My knowledge of the meaning of the concept "passive behaviour" can now be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
4. My knowledge of the meaning of the concept "aggressive behaviour" can now be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
5. My knowledge of the rights of each individual can now be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
6. My knowledge of an assertive philosophy can now be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
7. My knowledge of the differences between passive, aggressive and assertive behaviour can now be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
8. My knowledge of giving feedback to others in an assertive manner can now be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>

SCALE 3: AGREE/DISAGREE

To what extent do you agree or disagree with each of the following statements?

1. I have the right to make mistakes	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
2. It will be embarrassing to complain about poor service to a shop/restaurant owner	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
3. It will be difficult to openly criticise others, even when I know that I am right and they are wrong	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
4. It will feel as if people are taking advantage of me	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
5. I will be frank about my feelings	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
6. It will feel awkward to ask someone to return an item that they have borrowed from me	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
7. I will sometimes find it difficult to accept compliments from other people	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
8. It will be embarrassing to confront a person who attempts to push in front of me in a queue	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
9. It will be better to express your true feelings, than to keep them to yourself	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
10. It will be OK if some people take advantage of my good-heartedness	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
11. I will find it difficult to give compliments to other people	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
12. It will be easy to say "no" to a friend who wants to borrow money from me	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
13. I will find it difficult to be totally honest about my feelings	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
14. Self-belief is not an important issue	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
15. I will believe in my own strengths	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
16. A person should ask questions until he/she has clarity about something they do not understand	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
17. If I stand up for my rights, it will show that I have respect for myself	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>

18. It will be a sacrifice of my human rights if I always attend to other people's needs first	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
19. People like people who are honest about their thoughts and feelings	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
20. If I am self-assertive, it will imply that I present myself positively to other people	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>

SCALE 4: HOW OFTEN

Instructions:

How often will the following things occur in the future?

(Please answer the following questions absolutely honestly)

1. I will stand up for my rights	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>
2. I will make decisions for others	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>
3. I will aggressively convey my own convictions to others	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>
4. I will try to reach my goals by means of flattery	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>
5. I will feel self-conscious in the company of strangers	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>
6. Other people will have <i>absolute</i> trust in me	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>
7. My rights will be more important than those of others	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>
8. I will apologize when I am at fault	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>
9. I will be self-assertive	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>
10. I will let other people know how I feel	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>
11. I will allow other people to decide what I should do	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>
12. I will believe in my own capabilities	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>
13. I will reach my goals in a direct, aggressive manner	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>
14. I will dominate others	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>
15. I will do what others think is right for me	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>

SCALE 5: EVALUATION OF THE STUDY UNIT'S VALUE

Instructions:

Please evaluate the *value* of the study unit by completing each of the following questions

1. How would you rate the value of the section: "The definition of assertiveness"	1. It had little or no value	2. It had below average value	3. It had above average value	4. It had a lot of value
2. How would you rate the value of the section: "The difference between passive, self assertive and aggressive behaviour"	1. It had little or no value	2. It had below average value	3. It had above average value	4. It had a lot of value
3. How would you rate the value of the section: "Personal rights" {It included the rights of each individual}	1. It had little or no value	2. It had below average value	3. It had above average value	4. It had a lot of value
4. How would you rate the value of the section: "An assertive philosophy"	1. It had little or no value	2. It had below average value	3. It had above average value	4. It had a lot of value
5. How would you rate the <u>overall value</u> of the Assertiveness study unit?	1. It had little or no value	2. It had below average value	3. It had above average value	4. It had a lot of value

SCALE 6: EVALUATION OF THE STUDY UNIT'S RELEVANCE

Instructions:

Please evaluate the *relevance* of the study unit by completing each of the following questions

1. The study unit will have a <i>positive impact</i> on my job performance	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
2. I will be able to <i>apply my new knowledge</i> in my job	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
3. I will be able to <i>apply my new skills</i> in my job	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
4. The study unit will have a <i>positive impact</i> on my ability to cope with the challenges of life	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
5. I will be able to <i>apply my new knowledge</i> in my daily life	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
6. I will be able to <i>apply my new skills</i> in my daily life	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
7. The study unit will increase my job satisfaction	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
8. The study unit will increase my productivity	1 Strongly	2 Disagree	3 Agree	4 Strongly

	<i>disagree</i>			<i>agree</i>
9. The study unit will improve my ability to function in work related teams (e.g. platoons, teams, units)	<i>1 Strongly disagree</i>	<i>2 Disagree</i>	<i>3 Agree</i>	<i>4 Strongly agree</i>
10. The study unit will improve my ability to render a good service to SAPS customers	<i>1 Strongly disagree</i>	<i>2 Disagree</i>	<i>3 Agree</i>	<i>4 Strongly agree</i>
11. All other SAPS personnel should receive this study unit	<i>1 Strongly disagree</i>	<i>2 Disagree</i>	<i>3 Agree</i>	<i>4 Strongly agree</i>
12. If all things are taken into account, this study unit was relevant for my job and personal life	<i>1 Strongly disagree</i>	<i>2 Disagree</i>	<i>3 Agree</i>	<i>4 Strongly agree</i>

Thank you for completing this "Assertiveness" questionnaire

M5(c) 1st questionnaire (Pre-test: Control group)



**The Evaluation of Personnel
Capacity-Building Programmes
(EPCaP2) Research Project**



Assertiveness

**M5(c): CONTROL GROUP
1ST QUESTIONNAIRE**



Theme 3 - Self-Management

(C) 2004 PSWS & NU

QUESTIONNAIRE: ASSERTIVENESS

This 1st questionnaire must be completed by the control group at the beginning of the day.

1. Introduction

You have been chosen as a member of a control group in a research project into the effectiveness of the “Assertiveness” module. You will receive this module later on as part of *Theme 3: Self-Management*. The module is part of a large and expensive initiative and we must know how effective it is in meeting the needs of trainees. For this we need your help. Please complete the following questionnaire **honestly and in full**, and please don't guess. We need *your* honest and personal views – it will ultimately help us to serve you and your colleagues better.

2. Instructions for completing this Questionnaire

The following is the *first* of 2 questionnaires that deals with various issues relating to life skills.

- 2.1 Mark all the answers **on this questionnaire** by making a cross ☒ in the appropriate blocks. The cross must not touch the outline of the block.
- 2.2 Mark only **one** answer per question.
- 2.3 Answer **all** the questions.
- 2.4 Complete the questionnaire **on your own**.

This questionnaire contains several personal questions. *Don't write your name anywhere on it.* However, for research purposes we need you to generate a **secret identification code**. This code will be used to *match this questionnaire to others* that you will or have completed. **It will not identify you as a person.**

After you have completed the questionnaire, please return it to the contact person, who will seal it in an envelope and hand it over to the research team. By completing this questionnaire you give permission that the data may be used for research purposes.

3. How to start

Parts 1 to 4 are designed to link you with a specific intake, training provision institution, etc. In addition, these answers will be used to generate the **secret identification code** that only *you* will know.

PART I: MODULE PARTICULARS

- In the first row below, write the initials and surname of the **contact person** who issued you this questionnaire.
- In the second row, write the **date** on which this questionnaire was completed.
- In the third row indicate - by making a cross ☒ in the appropriate block - the **training provision institution** where this questionnaire was completed.
- In the fourth row, write your **platoon number**

	<i>Contact person:</i>					Office use:	
	<i>Date:</i>	_____ / _____ / 2005					
	<i>Place:</i>	1. <i>Oudtshoorn</i>	2. <i>Pretoria</i>	3. <i>Bisho</i>			
		4. <i>Graaff-Reinet</i>	5. <i>Chatsworth</i>	6. <i>Phillipi</i>	7. <i>Jakkalsdans</i>		
	<i>Platoon number:</i>						

PART 2: PART OF SECRET CODE

In the next six blocks, indicate your birth date. For example, if you were born on 15 January 1982, indicate it as follows: 150182

D	D	M	M	Y	Y
---	---	---	---	---	---

PART 3: GENDER AND SECRET CODE

Please make a cross in the appropriate block

1. Male

2. Female

PART 4: RACE

Please make a cross in the appropriate block

1.
Asian

2.
Black

3.
Coloured

4.
White

SCALE 1: TRUE OR FALSE

To what extent is each of the following statements true or false?

1. Being self-assertiveness means communicating without exaggerations	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
2. Self-assertive people will express their feelings and needs clearly	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
3. Self-assertive people do not acknowledge the rights of others	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
4. Passive people tend to violate their own rights	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
5. Being passive is a form of manipulation	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
6. Behaving passively means avoiding honest expression of feelings and thoughts	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
7. Aggressive people usually demand that their personal rights should be acknowledged	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
8. Aggressive people tend to communicate by means of reproaches	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
9. Aggressive people tend to communicate by means of soothing	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
10. Aggressive people tend to communicate by means of accusations	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
11. People have the right to express themselves openly for as long as they do not violate the rights of others	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
12. Being treated in a civil manner is one of an individual's "personal rights"	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
13. People who are passive tend not to share their	1. I know	2. I think it	3. I don't	4. I think it	5. I know

feelings and thoughts with others	that it is false	may be false	know	may be true	that it is true
14. Being assertive does not imply that you should present yourself to others in a direct and honest manner	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
15. Assertive people take responsibility for their feelings	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
16. Assertive people get what they want by being offensive	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true

SCALE 2: MOST RELEVANT RESPONSE

Choose the most relevant response to each question

1. *Poor* = I am totally lost in this area.
2. *Inadequate* = I know a little, but not enough to feel comfortable.
3. *Adequate* = I am fairly comfortable with my knowledge in this area.
4. *Excellent* = I have mastered this area (i.e. I know 75% more than most people).

1. My knowledge of the meaning of the concept "assertiveness" can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
2. My knowledge of the definition of "self-assertive behaviour" can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
3. My knowledge of the meaning of the concept "passive behaviour" can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
4. My knowledge of the meaning of the concept "aggressive behaviour" can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
5. My knowledge of the rights of each individual can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
6. My knowledge of an assertive philosophy can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
7. My knowledge of the differences between passive, aggressive and assertive behaviour can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
8. My knowledge of giving feedback to others in an assertive manner can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>

SCALE 3: AGREE/DISAGREE

To what extent do you agree or disagree with each of the following statements?

1. I have the right to make mistakes	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
2. It is embarrassing to complain about poor service to a shop/restaurant owner	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
3. It is difficult to openly criticise others, even when I know that I am right and they are wrong	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
4. It feels as if people are taking advantage of me	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
5. I am frank about my feelings	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
6. It felt awkward to ask someone to return an item that they have borrowed from me	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
7. I sometimes find it difficult to accept compliments from other people	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
8. It is embarrassing to confront a person who attempts to push in in front of me in a queue	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
9. It is better to express your true feelings, than to keep them to yourself	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
10. It's OK if some people take advantage of my good-heartedness	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
11. I find it difficult to give compliments to other people	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
12. It is easy to say "no" to a friend who wants to borrow money from me	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
13. I find it difficult to be totally honest about my feelings	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
14. Self-belief is not an important issue	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
15. I believe in my own strengths	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
16. A person should ask questions until he/she has clarity about something they do not understand	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
17. If I stand up for my rights, it shows that I have respect for myself	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>

18. It is a sacrifice of my human rights if I always attend to other people's needs first	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
19. People like people who are honest about their thoughts and feelings	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
20. If I am self-assertive, it implies that I present myself positively to other people	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>

SCALE 4: HOW OFTEN

Instructions: How often have the following things occurred in your life? (Please answer the following questions absolutely honestly)

1. I have stood up for my rights	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>
2. I have made decisions for others	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>
3. I have aggressively conveyed my own convictions to others	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>
4. I have tried to reach my goals by means of flattery	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>
5. I have felt self-conscious in the company of strangers	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>
6. Other people have had <i>absolute</i> trust in me	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>
7. My rights have been more important than the rights of others	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>
8. I have apologized when I was at fault	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>
9. I have been self-assertive	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>
10. I have let other people know how I feel	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>
11. I have allowed other people to decide what I should do	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>
12. I believed in my own capabilities	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>
13. I have reached my goals in a direct, aggressive manner	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>
14. I have dominated others	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>
15. I have done what others thought was right for me	1. <i>Seldom/ Never</i>	2. <i>Sometimes</i>	3. <i>Periodically</i>	4. <i>Frequently/ Always</i>

Thank you for completing the "Assertiveness" questionnaire

M5(d) 2nd questionnaire (Post-test: Control group)



**The Evaluation of Personnel
Capacity-Building Programmes
(EPCaP2) Research Project**



**M5(d): CONTROL GROUP
2ND QUESTIONNAIRE**



Theme 3 - Self-Management

(C) 2004 PSWS & NU

QUESTIONNAIRE: ASSERTIVENESS

This 2nd questionnaire must be completed by the control group at the end of the day.

1. Introduction

You have been chosen as a member of a control group in a research project into the effectiveness of the "Assertiveness" module. You will receive this module later on as part of *Theme 3: Self-Management*. The module is part of a large and expensive initiative and we must know how effective it is in meeting the needs of trainees. For this we need *your* help. Please complete the following questionnaire **honestly** and **in full**, and *please don't guess*. We need *your* honest and personal views – it will ultimately help us to serve you and your colleagues better.

2. Instructions for completing this Questionnaire

The following is the *second* of 2 questionnaires that deals with various issues relating to life skills.

- 2.1 Mark all the answers **on this questionnaire** by making a cross ☒ in the appropriate blocks. The cross must not touch the outline of the block.
- 2.2 Mark only **one** answer per question.
- 2.3 Answer **all** the questions.
- 2.4 Complete the questionnaire **on your own**.

This questionnaire contains several personal questions. *Don't write your name anywhere on it*. However, for research purposes we need you to generate a **secret identification code**. This code will be used to *match this questionnaire to others* that you will or have completed. **It will not identify you as a person**.

After you have completed the questionnaire, please return it to the contact person, who will seal it in an envelope and hand it over to the research team. By completing this questionnaire you give permission that the data may be used for research purposes.

3. How to start

Parts 1 to 4 are designed to link you with a specific intake, training provision institution, etc. In addition, these answers will be used to generate the **secret identification code** that only *you* will know.

PART 1: MODULE PARTICULARS

- In the first row below, write the initials and surname of the **contact person** who issued you this questionnaire.
- In the second row, write the **date** on which this questionnaire was completed.
- In the third row indicate - by making a cross ☒ in the appropriate block - the **training provision institution** where this questionnaire was completed.
- In the fourth row, write your **platoon number**

<i>Contact person:</i>					Office use	
<i>Date:</i>	_____ / _____ / 2005					
<i>Place:</i>	1. Oudtshoorn	2. Pretoria	3. Bisho			
	4. Graaff-Reinet	5. Chatsworth	6. Phillipi	7. Jakkalsdans		
<i>Platoon number:</i>						

PART 2: PART OF SECRET CODE

In the next six blocks, indicate your birth date. For example, if you were born on 15 January 1982, indicate it as follows: 150182

D	D	M	M	Y	Y
---	---	---	---	---	---

PART 3: GENDER AND SECRET CODE

Please make a cross in the appropriate block

1. *Male*

2. *Female*

PART 4: RACE

Please make a cross in the appropriate block

1. *Asian*

2. *Black*

3. *Coloured*

4. *White*

SCALE 1: TRUE OR FALSE

To what extent is each of the following statements true or false?

1. Being self-assertiveness means communicating without exaggerations	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
2. Self-assertive people will express their feelings <i>and</i> needs clearly	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
3. Self-assertive people do not acknowledge the rights of others	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
4. Passive people tend to violate their own rights	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
5. Being passive is a form of manipulation	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
6. Aggressive people usually demand that their personal rights should be acknowledged	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
7. Aggressive people tend to communicate by means of <i>reproaches</i>	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
8. Aggressive people tend to communicate by means of <i>soothing</i>	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
9. Aggressive people tend to communicate by means of <i>accusations</i>	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>

10. People have the right to express themselves openly for as long as they do not violate the rights of others	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
11. Being treated in a civil manner is one of an individual's "personal rights"	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
12. Being assertive does not imply that you should present yourself to others in a direct and honest manner	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
13. Assertive people take responsibility for their feelings	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
14. Assertive people get what they want by being offensive	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true

SCALE 2: MOST RELEVANT RESPONSE

Choose the most relevant response to each question

1. *Poor* = I am totally lost in this area.
2. *Inadequate* = I know a little, but not enough to feel comfortable.
3. *Adequate* = I am fairly comfortable with my knowledge in this area.
4. *Excellent* = I have mastered this area (i.e. I know 75% more than most people).

1. My knowledge of the meaning of the concept "assertiveness" can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
2. My knowledge of the definition of "self-assertive behaviour" can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
3. My knowledge of the meaning of the concept "passive behaviour" can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
4. My knowledge of the meaning of the concept "aggressive behaviour" can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
5. My knowledge of the <i>rights of each individual</i> can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
6. My knowledge of an <i>assertive philosophy</i> can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
7. My knowledge of the <i>differences</i> between passive, aggressive and assertive behaviour can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
8. My knowledge of <i>giving feedback</i> to others in an assertive manner can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>

SCALE 3: AGREE/DISAGREE

To what extent do you agree or disagree with each of the following statements?

1. It is difficult to openly criticise others, even when I know that I am right and they are wrong	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
2. It feels as if people are taking advantage of me	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
3. I am frank about my feelings	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
4. It felt awkward to ask someone to return an item that they have borrowed from me	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
5. I sometimes find it difficult to accept compliments from other people	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
6. It is embarrassing to confront a person who attempts to push in in front of me in a queue	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
7. It is better to express your true feelings, than to keep them to yourself	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
8. It's OK if some people take advantage of my good-heartedness	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
9. I find it difficult to give compliments to other people	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
10. It is easy to say "no" to a friend who wants to borrow money from me	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
11. I find it difficult to be totally honest about my feelings	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
12. Self-belief is not an important issue	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
13. I believe in my own strengths	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
14. If I stand up for my rights, it shows that I have respect for myself	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
15. People like people who are honest about their thoughts and feelings	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
16. If I am self-assertive, it implies that I present myself positively to other people	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>

SCALE 4: HOW OFTEN

Instructions:

How often have the following things occurred in your life?

(Please answer the following questions *absolutely* honestly)

1. I have stood up for my rights	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
2. I have made decisions for others	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
3. I have aggressively conveyed my own convictions to others	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
4. I have tried to reach my goals by means of flattery	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
5. I have felt self-conscious in the company of strangers	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
6. Other people have had <i>absolute</i> trust in me	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
7. My rights have been more important than the rights of others	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
8. I have apologized when I was at fault	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
9. I have been self-assertive	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
10. I have let other people know how I feel	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
11. I have allowed other people to decide what I should do	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
12. I believed in my own capabilities	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
13. I have reached my goals in a direct, aggressive manner	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
14. I have dominated others	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always
15. I have done what others thought was right for me	1. Seldom/ Never	2. Sometimes	3. Periodically	4. Frequently/ Always

Thank you for completing this "Assertiveness" questionnaire

APPENDIX 11:
QUESTIONNAIRES USED IN THE EVALUATION
OF MODULE 7: STRESS MANAGEMENT

M 7(a)	Pre-session questionnaire:	Pre-test - Experimental group
M 7(b)	Post-session questionnaire:	Post-test - Experimental group
M 7(c)	1 st questionnaire:	Pre-test - Control group
M 7(d)	2 nd questionnaire:	Post-test - Control group

M7(a) Pre-session questionnaire (Pre-test: Experimental group)



The Evaluation of Personnel
Capacity-Building Programmes
(EPCaP2) research project



**M7(a): PRE-SESSION
QUESTIONNAIRE**



Theme 3 - Self-Management - Day 5 & 6

(C) 2004 PSWS & NU



QUESTIONNAIRE: STRESS MANAGEMENT

This questionnaire must be completed *before* the presentation of the “Managing Stress Effectively” module

1. Introduction

You are about to complete the “MANAGING STRESS EFFECTIVELY” module. This module forms part of a large and expensive initiative: therefore, we must know how effective it was in meeting your needs and interests. For this we need **your** input. Please complete the following questionnaire **honestly** and **in full**, and please **don't guess**. We need your *honest* and personal views – it will help us to serve you and your colleagues better.

2. Instructions for completing this Questionnaire

The following questionnaire must be completed *before* the start of the module.

- 2.1 Mark the answers **on this questionnaire** by making a cross ☒ in the appropriate blocks. The cross must not go outside the outline of the block.
- 2.2 Mark only **one** answer per question.
- 2.3 Answer **all** the questions.
- 2.4 Complete the questionnaire **on your own**.

This questionnaire contains several personal questions. *Don't write your name anywhere on it.* However, for research purposes we need you to generate a **secret identification code**. This code will be used to *match this questionnaire to others* that you will or have completed. **It will not identify you as a person.**

When you have completed the questionnaire, please return it to the presenter who will seal it in an envelope and hand it to the research team. By completing this questionnaire, you give permission that the data may be used for research purposes.

3. How to start

Parts 1 to 4 are designed to link you with a specific intake, training college, etc. In addition, these answers will be used to generate the **secret identification code** that only **you** will know.

PART 1: MODULE PARTICULARS

- In the first row below, write the initials and surname of the person who will **present** this particular module.
- In the second row, write the **date** on which this module will be presented.
- In the third row indicate - by making a cross ☒ in the appropriate block - the **training college** where this module will be presented.
- In the fourth row, indicate your **platoon number**.

Presenter/s:					Office use
Date:	/ / 2005				
Place:	1. Oudtshoorn	2. Pretoria	3. Bisho		
Platoon number:	4. Graaff-Reinet	5. Chatsworth	6. Phillipi	7. Jakkalsdams	

PART 2: PART OF SECRET CODE

In the next six blocks, indicate your birth date. For example, if you were born on 15 January 1982, indicate it as follows: 150182

D	D	M	M	Y	Y
---	---	---	---	---	---

PART 3: GENDER AND SECRET CODE

Please make a cross in the appropriate block

1. Male

2. Female

PART 4: RACE

Please make a cross in the appropriate block

1.
Asian

2.
Black

3.
Coloured

4.
White

SCALE 1: TRUE OR FALSE

Instructions:

To what extent are each of the following statements true or false?

Questions	1.	2.	3.	4.	5.
1. Stress can be defined as “the result of an imbalance between the level of demand placed on people and their perceived capabilities to meet these demands”	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
2. Stress builds up over time due to overwork and fatigue	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
3. If your stress level is too high, you cannot perform well	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
4. Financial issues can be a cause of stress	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
5. The environment can be a cause of stress	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
6. A person experiences stress on a physical, emotional and behavioural level	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
7. A person's body cannot distinguish between worry thoughts and the original catastrophe	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
8. There are stress management strategies especially designed for ensuring emotional well-being	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true

9. There are stress management strategies especially designed for ensuring physical well-being	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
10. When people implement stress management strategies, their stress levels decrease	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
11. A person can do on the job stress management exercises while attending a complaint	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
12. A person can do on the job stress management exercises while attending a meeting	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
13. Depression is caused by not effectively dealing with stress	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
14. Trauma can be defined as the "emotional shock that follows on a stressful event"	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true

SCALE 2: MOST RELEVANT RESPONSE

Instructions:

Choose the most relevant response to each question

- | |
|---|
| <ol style="list-style-type: none"> 1. <i>Poor</i> = I am totally lost in this area. 2. <i>Inadequate</i> = I know a little, but not enough to feel comfortable. 3. <i>Adequate</i> = I am fairly comfortable with my knowledge re this area 4. <i>Excellent</i> = I have mastered this area (i.e. I know 75% more than most people) |
|---|

Questions	1.	2.	3.	4.
1. My knowledge of the <i>definition of stress</i> can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
2. My knowledge of the <i>causes of stress</i> can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
3. My knowledge of the <i>relationship between stress and performance</i> can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
4. My knowledge of the <i>physiology of stress</i> can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
5. My knowledge of the <i>consequences of stress overload</i> can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
6. My knowledge of <i>typical stress reactions</i> can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
7. My knowledge of the <i>stress management strategies</i> can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
8. My knowledge of the use of <i>physical activities for stress reduction</i> can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>

9. My knowledge of the <i>strategies for thriving on stress</i> can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
10. My knowledge of the <i>definition of trauma</i> can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
11. My knowledge of the <i>causes of trauma</i> can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
12. My knowledge of the <i>effects of trauma</i> can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
13. My knowledge of the <i>experience of a traumatic incident</i> can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
14. My knowledge of the <i>treatment of trauma</i> can be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>

SCALE 3: AGREE/DISAGREE

Instructions:

To what extent do you agree or disagree with each of the following statements?

<i>Questions</i>	1.	2.	3.	4.
1. Stress is a bad thing	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
2. Stress improved my performance	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
3. I do not know what the factors are that affect my resistance to stress	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
4. I am able to implement the stress management strategies	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
5. I am able to do the relaxation exercises that is required for stress management	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
6. I am able to do the breathing exercises that is required for stress management	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
7. I can deal with the stressors in my life	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>



SCALE 4: HOW OFTEN

Instructions: How often has each of the following things occurred in the past?
(Please answer these questions absolutely honestly)

Questions	1.	2.	3.	4.
1. I have made a point of learning more about ways to manage my stress	1 Seldom/ Never	2 Sometimes	3 Periodically	4 Frequently/ Always
2. How often have you used visualization as a stress management technique?	1 Seldom/ Never	2 Sometimes	3 Periodically	4 Frequently/ Always
3. How often have you first determined the causes of your stress, before you tried to deal with it?	1 Seldom/ Never	2 Sometimes	3 Periodically	4 Frequently/ Always
4. How often have you intentionally released your emotions in an effort to deal with your stress?	1 Seldom/ Never	2 Sometimes	3 Periodically	4 Frequently/ Always
5. How often have you deliberately followed a proper diet during stressful times?	1 Seldom/ Never	2 Sometimes	3 Periodically	4 Frequently/ Always
6. How often have you intentionally sought emotional support during stressful times?	1 Seldom/ Never	2 Sometimes	3 Periodically	4 Frequently/ Always
7. How often have you deliberately sought proper rest during stressful times?	1 Seldom/ Never	2 Sometimes	3 Periodically	4 Frequently/ Always
8. How often have you deliberately done relaxation exercises to deal with your stress?	1 Seldom/ Never	2 Sometimes	3 Periodically	4 Frequently/ Always
9. How often have you deliberately used relaxation techniques during stressful times?	1 Seldom/ Never	2 Sometimes	3 Periodically	4 Frequently/ Always
10. How often have you consciously employed a positive attitude in order to conquer the negative impact of your stress?	1 Seldom/ Never	2 Sometimes	3 Periodically	4 Frequently/ Always
11. When you were confronted with a stressful event in the past, did you set realistic expectations for yourself?	1 Seldom/ Never	2 Sometimes	3 Periodically	4 Frequently/ Always
12. When you were confronted with a stressful event in the past, did you seek a clear sense of direction for your life?	1 Seldom/ Never	2 Sometimes	3 Periodically	4 Frequently/ Always

Thank you for completing this questionnaire

M7(b) Post-session questionnaire (Post-test: Experimental group)

Police Social Work Services

The Evaluation of Personnel Capacity-Building Programmes (EPCaP2) research project

THE STRESS MANAGEMENT MODULE

M7(b): POST-SESSION QUESTIONNAIRE

SOUTH AFRICAN POLICE SERVICE

Theme 3 - Self-Management - Day 5 & 6

(C) 2004 PSWS & NU

QUESTIONNAIRE: STRESS MANAGEMENT

This questionnaire must be completed *after* the presentation of the "Stress Management" module

1. Introduction

You have just completed the "STRESS MANAGEMENT" module. This module forms part of a large and expensive initiative: therefore, we must know how effective it was in meeting your needs and interests. For this we need your input. Please complete the following questionnaire **honestly** and **in full**, and please **don't guess**. We need your *honest* and personal views – it will help us to serve you and your colleagues better.

2. Instructions for completing this Questionnaire

The following questionnaire must be completed *after* the end of the module.

- 2.1 Mark the answers **on this questionnaire** by making a cross ☒ in the appropriate blocks. The cross must not go outside the outline of the block.
- 2.2 Mark only **one** answer per question.
- 2.3 Answer **all** the questions.
- 2.4 Complete the questionnaire **on your own**.

This questionnaire contains several personal questions. *Don't write your name anywhere on it.* However, for research purposes we need you to generate a **secret identification code**. This code will be used to *match this questionnaire to others* that you will or have completed. **It will not identify you as a person.**

When you have completed the questionnaire, please return it to the presenter, who will seal it in an envelope and hand it to the research team. By completing this questionnaire, you give permission that the data may be used for research purposes.

3. How to start

Parts 1 to 4 are designed to link you with a specific intake, training provision institution, etc. In addition, these answers will be used to generate the **secret identification code** that only *you* will know.

PART 1: MODULE PARTICULARS

- In the first row below, write the initials and surname of the person or persons who **presented** this particular module.
- In the second row, write the **date** on which this module was presented.
- In the third row indicate - by making a cross ☒ in the appropriate block - the **training provision institution** where this module was presented.
- In the fourth row, indicate your **platoon number**.

<i>Presenter/s:</i>					Office use
<i>Date:</i>	____ / ____ / 2005				
<i>Place:</i>	1. <i>Oudtshoorn</i>	2. <i>Pretoria</i>	3. <i>Bisho</i>	4. <i>Graaff-Reinet</i>	
	5. <i>Chatsworth</i>	6. <i>Phillipi</i>	7. <i>Jakkalsdans</i>		
<i>Platoon number:</i>					

PART 2: PART OF SECRET CODE

In the next six blocks, indicate your birth date. For example, if you were born on 15 January 1982, indicate it as follows: 150182

D	D	M	M	Y	Y
---	---	---	---	---	---

PART 3: GENDER AND SECRET CODE

Please make a cross in the appropriate block

1. Male

2. Female

PART 4: RACE

Please make a cross in the appropriate block

1. Asian

2. Black

3. Coloured

4. White

SCALE 1: TRUE OR FALSE

Instructions:

To what extent are each of the following statements true or false?

Questions	1.	2.	3.	4.	5.
1. Stress can be defined as "the result of an imbalance between the level of demand placed on people and their perceived capabilities to meet these demands"	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
2. Stress builds up over time due to overwork and fatigue	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
3. If your stress level is too high, you cannot perform well	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
4. Financial issues can be a cause of stress	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
5. The environment can be a cause of stress	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
6. A person experiences stress on a physical, emotional and behavioural level	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
7. A person's body cannot distinguish between worry thoughts and the original catastrophe	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true

8. There are stress management strategies especially designed for ensuring emotional well-being	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
9. There are stress management strategies especially designed for ensuring physical well-being	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
10. When people implement stress management strategies, their stress levels decrease	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
11. A person can do on the job stress management exercises while attending a complaint	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
12. A person can do on the job stress management exercises while attending a meeting	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
13. Depression is caused by not effectively dealing with stress	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
14. Trauma can be defined as the "emotional shock that follows on a stressful event"	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>

SCALE 2: MOST RELEVANT RESPONSE

Instructions:

Choose the most relevant response to each question

- | |
|---|
| 1. <i>Poor</i> = I am totally lost in this area. |
| 2. <i>Inadequate</i> = I know a little, but not enough to feel comfortable. |
| 3. <i>Adequate</i> = I am fairly comfortable with my knowledge re this area |
| 4. <i>Excellent</i> = I have mastered this area (i.e. I know 75% more than most people) |

Questions	1.	2.	3.	4.
1. My knowledge of the <i>definition of stress</i> can now be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
2. My knowledge of the <i>causes of stress</i> can now be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
3. My knowledge of the <i>relationship between stress and performance</i> can now be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
4. My knowledge of the <i>physiology of stress</i> can now be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
5. My knowledge of the <i>consequences of stress overload</i> can now be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>

6. My knowledge of <i>typical stress reactions</i> can now be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
7. My knowledge of the <i>stress management strategies</i> can now be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
8. My knowledge of the use of <i>physical activities for stress reduction</i> can now be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
9. My knowledge of the <i>strategies for thriving on stress</i> can now be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
10. My knowledge of the <i>definition of trauma</i> can now be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
11. My knowledge of the <i>causes of trauma</i> can now be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
12. My knowledge of the <i>effects of trauma</i> can now be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
13. My knowledge of the <i>experience of a traumatic incident</i> can now be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>
14. My knowledge of the <i>treatment of trauma</i> can now be described as	1. <i>Poor</i>	2. <i>Inadequate</i>	3. <i>Adequate</i>	4. <i>Excellent</i>

SCALE 3: AGREE/DISAGREE

Instructions:

To what extent do you agree or disagree with each of the following statements?

<i>Questions</i>	1.	2.	3.	4.
1. Stress is a bad thing	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
2. Stress will improve my performance	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
3. I do not know what the factors are that affect my resistance to stress	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
4. I will be able to implement the stress management strategies	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
5. I will be able to do the relaxation exercises that is required for stress management	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
6. I will be able to do the breathing exercises that is required for stress management	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
7. I will be able to can deal with the stressors in my life	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>

SCALE 4: HOW OFTEN

Instructions:

How often will each of the following things occur in the future? (Please answer these questions absolutely honestly)

Questions	1.	2.	3.	4.
1. I will make a point of learning more about ways to manage my stress	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
2. How often will you use visualization as a stress management technique?	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
3. How often will you first determine the causes of your stress, before you try to deal with it?	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
4. How often will you intentionally release your emotions in an effort to deal with your stress?	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
5. How often will you deliberately follow a proper diet during stressful times?	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
6. How often will you intentionally seek emotional support during stressful times?	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
7. How often will you deliberately seek proper rest during stressful times?	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
8. How often will you deliberately do relaxation exercises to deal with your stress?	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
9. How often will you deliberately use relaxation techniques during stressful times?	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
10. How often will you consciously employ a positive attitude in order to conquer the negative impact of your stress?	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
11. When you are confronted with a stressful event in the future, will you set realistic expectations for yourself?	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
12. When you are confronted with a stressful event in the future, will you seek a clear sense of direction for your life?	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>

SCALE 5: EVALUATION OF THE MODULE'S VALUE

Instructions:

Please evaluate the *value* of the module by completing each of the following questions

1. How would you rate the value of the section: <i>"What is stress exactly?"</i>	1. <i>It had little or no value</i>	2. <i>It had below average value</i>	3. <i>It had above average value</i>	4. <i>It had a lot of value</i>
2. How would you rate the value of the section: <i>"What causes stress?"</i>	1. <i>It had little or no value</i>	2. <i>It had below average value</i>	3. <i>It had above average value</i>	4. <i>It had a lot of value</i>
3. How would you rate the value of the section: <i>"The physiology of stress"</i>	1. <i>It had little or no value</i>	2. <i>It had below average value</i>	3. <i>It had above average value</i>	4. <i>It had a lot of value</i>
4. How would you rate the value of the section: <i>"Strategies for thriving on stress"</i>	1. <i>It had little or no value</i>	2. <i>It had below average value</i>	3. <i>It had above average value</i>	4. <i>It had a lot of value</i>
5. How would you rate the value of the section: <i>"Trauma"</i>	1. <i>It had little or no value</i>	2. <i>It had below average value</i>	3. <i>It had above average value</i>	4. <i>It had a lot of value</i>
6. How would you rate the <u>overall value</u> of the <i>Managing Stress Effectively</i> module?	1. <i>It had little or no value</i>	2. <i>It had below average value</i>	3. <i>It had above average value</i>	4. <i>It had a lot of value</i>

SCALE 6: EVALUATION OF THE MODULE'S RELEVANCE


Instructions:

Please evaluate the *relevance* of the module by completing each of the following questions

1. The module will have a <i>positive impact</i> on my job performance	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
2. I will be able to <i>apply</i> my new knowledge in my job	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
3. I will be able to <i>apply</i> my new skills in my job	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
4. The module will have a <i>positive impact</i> on my ability to cope with the challenges of life	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
5. I will be able to <i>apply</i> my new knowledge in my daily life	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
6. I will be able to <i>apply</i> my new skills in my daily life	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
7. The module will increase my job satisfaction	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
8. The module will increase my productivity	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
9. The module will improve my ability to function in work related teams (e.g. platoons, teams, units)	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
10. The module will improve my ability to render a good service to SAPS customers	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
11. All other SAPS personnel should receive this module	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
12. If all things are taken into account, this module was relevant for my job and personal life	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree


Thank you for completing this questionnaire

M7(c) 1st questionnaire (Pre-test: Control group)

 **The Evaluation of Personnel Capacity-Building Programmes (EPCaP2) research project**

STRESS MANAGEMENT

**M7(c): CONTROL GROUP
1ST QUESTIONNAIRE**



Theme 3 - Self-Management - Day 5 & 6

(C) 2004 PSWS & NU

QUESTIONNAIRE: STRESS MANAGEMENT

This 1st questionnaire must be completed by the control group at the beginning of the day.

1. Introduction

You have been chosen as a member of a control group in a research project into the effectiveness of a stress management module. You will receive this module later on as part of *Theme 3: Self-Management*. The module is part of a large and expensive initiative and we must know how effective it is in meeting the needs of trainees. For this we need **your** help. Please complete the following questionnaire **honestly** and **in full**, and please **don't guess**. We need your honest and personal views – it will ultimately help us to serve you and your colleagues better.

2. Instructions for completing this Questionnaire

The following is the *first* of 2 questionnaires that deals with various issues relating to stress and its management.

- 2.1 Mark all the answers **on this questionnaire** by making a cross ☒ in the appropriate blocks. The cross must not touch the outline of the block.
- 2.2 Mark only **one** answer per question.
- 2.3 Answer **all** the questions.
- 2.4 Complete the questionnaire **on your own**.

This questionnaire contains several personal questions. *Don't write your name anywhere on it.* However, for research purposes we need you to generate a **secret identification code**. This code will be used to *match this questionnaire to others* that you will or have completed. **It will not identify you as a person.**

When you have completed the questionnaire, please return it to the contact person, who will seal it in an envelope and hand it over to the research team. By completing this questionnaire you give permission that the data may be used for research purposes.

3. How to start

Parts 1 to 4 are designed to link you with a specific intake, training provision institution, etc. In addition, these answers will be used to generate the **secret identification code** that only **you** will know.

PART 1: MODULE PARTICULARS

- In the first row below, write the initials and surname of the **contact person** who issued you with this questionnaire.
- In the second row, write the **date** on which you completed this questionnaire.
- In the third row indicate - by making a cross ☒ in the appropriate block - the **training provision institution** where this questionnaire was completed.
- In the fourth row, write your **platoon number**.

Contact person:					Office use
Date:	_____ / _____ / 2005				
Place:	1. Oudtshoorn	2. Pretoria	3. Bisho	4. Graaff-Reinet	
Platoon number:	5. Chatsworth	6. Phillipi	7. Jakkalsdans		

PART 2: PART OF SECRET CODE

In the next six blocks, indicate your birth date. For example, if you were born on 15 January 1982, indicate it as follow: 150182

D	D	M	M	Y	Y
---	---	---	---	---	---

PART 3: GENDER AND SECRET CODE

Please make a cross in the appropriate block.

1. Male

2. Female

PART 4: RACE

Please make a cross in the appropriate block.

1. Asian

2. Black

3. Coloured

4. White

SCALE 1: TRUE OR FALSE

Instructions:

To what extent are each of the following statements true or false?

Questions	1.	2.	3.	4.	5.
1. Stress can be defined as "the result of an imbalance between the level of demand placed on people and their perceived capabilities to meet these demands"	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
2. Stress builds up over time due to overwork and fatigue	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
3. If your stress level is too high, you cannot perform well	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
4. Financial issues can be a cause of stress	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
5. The environment can be a cause of stress	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
6. A person experiences stress on a physical, emotional and behavioural level	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true

7. A person's body cannot distinguish between worry thoughts and the original catastrophe	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
8. There are stress management strategies especially designed for ensuring emotional well-being	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
9. There are stress management strategies especially designed for ensuring physical well-being	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
10. When people implement stress management strategies, their stress levels decrease	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
11. A person can do on the job stress management exercises while attending a complaint	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
12. A person can do on the job stress management exercises while attending a meeting	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
13. Depression is caused by not effectively dealing with stress	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
14. Trauma can be defined as the "emotional shock that follows on a stressful event"	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>



SCALE 2: MOST RELEVANT RESPONSE

Instructions:

Choose the most relevant response to each question

1. *Poor* = I am totally lost in this area.
2. *Inadequate* = I know a little, but not enough to feel comfortable.
3. *Adequate* = I am fairly comfortable with my knowledge re this area
4. *Excellent* = I have mastered this area (i.e. I know 75% more than most people)

<i>Questions</i>	<i>1.</i>	<i>2.</i>	<i>3.</i>	<i>4.</i>
1. My knowledge of the <i>definition of stress</i> can be described as	<i>1. Poor</i>	<i>2. Inadequate</i>	<i>3. Adequate</i>	<i>4. Excellent</i>
2. My knowledge of the <i>causes of stress</i> can be described as	<i>1. Poor</i>	<i>2. Inadequate</i>	<i>3. Adequate</i>	<i>4. Excellent</i>
3. My knowledge of the <i>relationship between stress and performance</i> can be described as	<i>1. Poor</i>	<i>2. Inadequate</i>	<i>3. Adequate</i>	<i>4. Excellent</i>
4. My knowledge of the <i>physiology of stress</i> can be described as	<i>1. Poor</i>	<i>2. Inadequate</i>	<i>3. Adequate</i>	<i>4. Excellent</i>
5. My knowledge of the <i>consequences of stress overload</i> can be described as	<i>1. Poor</i>	<i>2. Inadequate</i>	<i>3. Adequate</i>	<i>4. Excellent</i>
6. My knowledge of <i>typical stress reactions</i> can be described as	<i>1. Poor</i>	<i>2. Inadequate</i>	<i>3. Adequate</i>	<i>4. Excellent</i>
7. My knowledge of the <i>stress management strategies</i> can be described as	<i>1. Poor</i>	<i>2. Inadequate</i>	<i>3. Adequate</i>	<i>4. Excellent</i>
8. My knowledge of the use of <i>physical activities for stress reduction</i> can be described as	<i>1. Poor</i>	<i>2. Inadequate</i>	<i>3. Adequate</i>	<i>4. Excellent</i>
9. My knowledge of the <i>strategies for thriving on stress</i> can be described as	<i>1. Poor</i>	<i>2. Inadequate</i>	<i>3. Adequate</i>	<i>4. Excellent</i>
10. My knowledge of the <i>definition of trauma</i> can be described as	<i>1. Poor</i>	<i>2. Inadequate</i>	<i>3. Adequate</i>	<i>4. Excellent</i>
11. My knowledge of the <i>causes of trauma</i> can be described as	<i>1. Poor</i>	<i>2. Inadequate</i>	<i>3. Adequate</i>	<i>4. Excellent</i>
12. My knowledge of the <i>effects of trauma</i> can be described as	<i>1. Poor</i>	<i>2. Inadequate</i>	<i>3. Adequate</i>	<i>4. Excellent</i>
13. My knowledge of the <i>experience of a traumatic incident</i> can be described as	<i>1. Poor</i>	<i>2. Inadequate</i>	<i>3. Adequate</i>	<i>4. Excellent</i>
14. My knowledge of the <i>treatment of trauma</i> can be described as	<i>1. Poor</i>	<i>2. Inadequate</i>	<i>3. Adequate</i>	<i>4. Excellent</i>



SCALE 3: AGREE/DISAGREE

Instructions:

To what extent do you agree or disagree with each of the following statements?

<i>Questions</i>	<i>1.</i>	<i>2.</i>	<i>3.</i>	<i>4.</i>
1. Stress is a bad thing	<i>1.</i> <i>I strongly disagree</i>	<i>2.</i> <i>I disagree</i>	<i>3.</i> <i>I agree</i>	<i>4.</i> <i>I strongly agree</i>
2. Stress improves my performance	<i>1.</i> <i>I strongly disagree</i>	<i>2.</i> <i>I disagree</i>	<i>3.</i> <i>I agree</i>	<i>4.</i> <i>I strongly agree</i>
3. I do not know what the factors are that affect my resistance to stress	<i>1.</i> <i>I strongly disagree</i>	<i>2.</i> <i>I disagree</i>	<i>3.</i> <i>I agree</i>	<i>4.</i> <i>I strongly agree</i>
4. I am able to implement the stress management strategies	<i>1.</i> <i>I strongly disagree</i>	<i>2.</i> <i>I disagree</i>	<i>3.</i> <i>I agree</i>	<i>4.</i> <i>I strongly agree</i>
5. I am able to do the relaxation exercises required for stress management	<i>1.</i> <i>I strongly disagree</i>	<i>2.</i> <i>I disagree</i>	<i>3.</i> <i>I agree</i>	<i>4.</i> <i>I strongly agree</i>
6. I am able to do the breathing exercises required for stress management	<i>1.</i> <i>I strongly disagree</i>	<i>2.</i> <i>I disagree</i>	<i>3.</i> <i>I agree</i>	<i>4.</i> <i>I strongly agree</i>
7. I can deal with the stressors in my life	<i>1.</i> <i>I strongly disagree</i>	<i>2.</i> <i>I disagree</i>	<i>3.</i> <i>I agree</i>	<i>4.</i> <i>I strongly agree</i>



SCALE 4: HOW OFTEN

Instructions:


How often have each of the following things occurred in your life?

(Please answer these questions absolutely honestly)


Questions	1.	2.	3.	4.
1. I make a point of learning more about ways to manage my stress	1 Seldom/ Never	2 Sometimes	3 Periodically	4 Frequently/ Always
2. How often have you used visualization as a stress management technique	1 Seldom/ Never	2 Sometimes	3 Periodically	4 Frequently/ Always
3. How often have you first determined the causes of your stress, before you tried to deal with it?	1 Seldom/ Never	2 Sometimes	3 Periodically	4 Frequently/ Always
4. How often have you intentionally released your emotions in an effort to deal with your stress?	1 Seldom/ Never	2 Sometimes	3 Periodically	4 Frequently/ Always
5. How often have you deliberately followed a proper diet during stressful times?	1 Seldom/ Never	2 Sometimes	3 Periodically	4 Frequently/ Always
6. How often have you intentionally sought emotional support during stressful times?	1 Seldom/ Never	2 Sometimes	3 Periodically	4 Frequently/ Always
7. How often have you deliberately sought proper rest during stressful times?	1 Seldom/ Never	2 Sometimes	3 Periodically	4 Frequently/ Always
8. How often have you deliberately done relaxation exercises to deal with your stress?	1 Seldom/ Never	2 Sometimes	3 Periodically	4 Frequently/ Always
9. How often have you deliberately used relaxation techniques during stressful times?	1 Seldom/ Never	2 Sometimes	3 Periodically	4 Frequently/ Always
10. How often have you consciously employed a positive attitude in order to conquer the negative impact of your stress?	1 Seldom/ Never	2 Sometimes	3 Periodically	4 Frequently/ Always
11. When you were confronted with a stressful event in the past, did you set realistic expectations for yourself?	1 Seldom/ Never	2 Sometimes	3 Periodically	4 Frequently/ Always
12. When you were confronted with a stressful event in the past, did you seek a clear sense of direction for your life?	1 Seldom/ Never	2 Sometimes	3 Periodically	4 Frequently/ Always

Thank you for completing this questionnaire

M7(d) 2nd questionnaire (Post-test: Control group)




The Evaluation of Personnel
Capacity-Building Programmes
(EPCaP2) research project



**STRESS
MANAGEMENT**

**M7(d): CONTROL GROUP
2ND QUESTIONNAIRE**



Theme 3 - Self-Management - Day 5 & 6

(C) 2004 PSWS & NU

QUESTIONNAIRE: STRESS MANAGEMENT

This 2nd questionnaire must be completed by the *control group* at the end of the day.

1. Introduction

You have been chosen as a member of a control group in a research project into the effectiveness of a stress management module. You will receive this module later on as part of *Theme 3: Self-Management*. The module is part of a large and expensive initiative and we must know how effective it is in meeting the needs of trainees. For this we need **your** help. Please complete the following questionnaire **honestly and in full**, and please **don't guess**. We need *your* honest and personal views – it will ultimately help us to serve you and your colleagues better.

2. Instructions for completing this Questionnaire

The following is the *second* of 2 questionnaires that deals with various issues relating to stress and its management.

- 2.1 Mark all the answers **on this questionnaire** by making a cross ☒ in the appropriate blocks. The cross must not touch the outline of the block.
- 2.2 Mark only **one** answer per question.
- 2.3 Answer **all** the questions.
- 2.4 Complete the questionnaire **on your own**.

This questionnaire contains several personal questions. *Don't write your name anywhere on it.* However, for research purposes we need you to generate a **secret identification code**. This code will be used to *match this questionnaire to others* that you will or have completed. **It will not identify you as a person.**

When you have completed the questionnaire, please return it to the contact person, who will seal it in an envelope and hand it over to the research team. By completing this questionnaire you give permission that the data may be used for research purposes.

3. How to start

Parts 1 to 4 are designed to link you with a specific intake, training provision institution, etc. In addition, these answers will be used to generate the **secret identification code** that only *you* will know.

PART 1: MODULE PARTICULARS

- In the first row below, write the initials and surname of the **contact person** who issued you with this questionnaire.
- In the second row, write the **date** on which you completed this questionnaire.
- In the third row indicate - by making a cross ☒ in the appropriate block - the **training provision institution** where this questionnaire was completed.
- In the fourth row, write your **platoon number**.

<i>Contact person:</i>					Office use
<i>Date:</i>	_____ / _____ /2005				
<i>Place:</i>	1. <i>Oudtshoorn</i>	2. <i>Pretoria</i>	3. <i>Bisho</i>		
	4. <i>Graaff-Reinet</i>	5. <i>Chatsworth</i>	6. <i>Phillipi</i>	7. <i>Jakkalsdans</i>	
<i>Platoon number:</i>					

PART 2: PART OF SECRET CODE

In the next six blocks, indicate your birth date. For example, if you were born on 15 January 1982, indicate it as follow: 150182

D	D	M	M	Y	Y
---	---	---	---	---	---

PART 3: GENDER AND SECRET CODE

Please make a cross in the appropriate block.

1. Male

2. Female

PART 4: RACE

Please make a cross in the appropriate block.

1. Asian

2. Black

3. Coloured

4. White

SCALE 1: TRUE OR FALSE

Instructions:

To what extent are each of the following statements true or false?

Questions	1.	2.	3.	4.	5.
1. Stress can be defined as “the result of an imbalance between the level of demand placed on people and their perceived capabilities to meet these demands”	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
2. Stress builds up over time due to overwork and fatigue	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
3. If your stress level is too high, you cannot perform well	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
4. Financial issues can be a cause of stress	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
5. The environment can be a cause of stress	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
6. A person experiences stress on a physical, emotional and behavioural level	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true

7. A person's body cannot distinguish between worry thoughts and the original catastrophe	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
8. There are stress management strategies especially designed for ensuring emotional well-being	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
9. There are stress management strategies especially designed for ensuring physical well-being	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
10. When people implement stress management strategies, their stress levels decrease	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
11. A person can do on the job stress management exercises while attending a complaint	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
12. A person can do on the job stress management exercises while attending a meeting	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
13. Depression is caused by not effectively dealing with stress	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
14. Trauma can be defined as the " <i>emotional shock that follows on a stressful event</i> "	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>



SCALE 2: MOST RELEVANT RESPONSE

Instructions:

Choose the most relevant response to each question

1. *Poor* = I am totally lost in this area.
2. *Inadequate* = I know a little, but not enough to feel comfortable.
3. *Adequate* = I am fairly comfortable with my knowledge re this area
4. *Excellent* = I have mastered this area (i.e. I know 75% more than most people)

<i>Questions</i>	<i>1.</i>	<i>2.</i>	<i>3.</i>	<i>4.</i>
1. My knowledge of the <i>definition of stress</i> can be described as	<i>1. Poor</i>	<i>2. Inadequate</i>	<i>3. Adequate</i>	<i>4. Excellent</i>
2. My knowledge of the <i>causes of stress</i> can be described as	<i>1. Poor</i>	<i>2. Inadequate</i>	<i>3. Adequate</i>	<i>4. Excellent</i>
3. My knowledge of the <i>relationship between stress and performance</i> can be described as	<i>1. Poor</i>	<i>2. Inadequate</i>	<i>3. Adequate</i>	<i>4. Excellent</i>
4. My knowledge of the <i>physiology of stress</i> can be described as	<i>1. Poor</i>	<i>2. Inadequate</i>	<i>3. Adequate</i>	<i>4. Excellent</i>
5. My knowledge of the <i>consequences of stress overload</i> can be described as	<i>1. Poor</i>	<i>2. Inadequate</i>	<i>3. Adequate</i>	<i>4. Excellent</i>
6. My knowledge of <i>typical stress reactions</i> can be described as	<i>1. Poor</i>	<i>2. Inadequate</i>	<i>3. Adequate</i>	<i>4. Excellent</i>
7. My knowledge of the <i>stress management strategies</i> can be described as	<i>1. Poor</i>	<i>2. Inadequate</i>	<i>3. Adequate</i>	<i>4. Excellent</i>
8. My knowledge of the use of <i>physical activities for stress reduction</i> can be described as	<i>1. Poor</i>	<i>2. Inadequate</i>	<i>3. Adequate</i>	<i>4. Excellent</i>
9. My knowledge of the <i>strategies for thriving on stress</i> can be described as	<i>1. Poor</i>	<i>2. Inadequate</i>	<i>3. Adequate</i>	<i>4. Excellent</i>
10. My knowledge of the <i>definition of trauma</i> can be described as	<i>1. Poor</i>	<i>2. Inadequate</i>	<i>3. Adequate</i>	<i>4. Excellent</i>
11. My knowledge of the <i>causes of trauma</i> can be described as	<i>1. Poor</i>	<i>2. Inadequate</i>	<i>3. Adequate</i>	<i>4. Excellent</i>
12. My knowledge of the <i>effects of trauma</i> can be described as	<i>1. Poor</i>	<i>2. Inadequate</i>	<i>3. Adequate</i>	<i>4. Excellent</i>
13. My knowledge of the <i>experience of a traumatic incident</i> can be described as	<i>1. Poor</i>	<i>2. Inadequate</i>	<i>3. Adequate</i>	<i>4. Excellent</i>
14. My knowledge of the <i>treatment of trauma</i> can be described as	<i>1. Poor</i>	<i>2. Inadequate</i>	<i>3. Adequate</i>	<i>4. Excellent</i>



SCALE 3: AGREE/DISAGREE

Instructions:

To what extent do you agree or disagree with each of the following statements?

Questions	1.	2.	3.	4.
1. Stress is a bad thing	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
2. Stress improves my performance	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
3. I do not know what the factors are that affect my resistance to stress	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
4. I am able to implement the stress management strategies	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
5. I am able to do the relaxation exercises required for stress management	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
6. I am able to do the breathing exercises required for stress management	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
7. I can deal with the stressors in my life	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>

SCALE 4: HOW OFTEN

Instructions:

How often have each of the following things occurred in your life?

(Please answer these questions absolutely honestly)

Questions	1.	2.	3.	4.
1. I make a point of learning more about ways to manage my stress	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
2. How often have you used visualization as a stress management technique	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
3. How often have you first determined the causes of your stress, before you tried to deal with it?	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
4. How often have you intentionally released your emotions in an effort to deal with your stress?	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
5. How often have you deliberately followed a proper diet during stressful times?	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
6. How often have you intentionally sought	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>

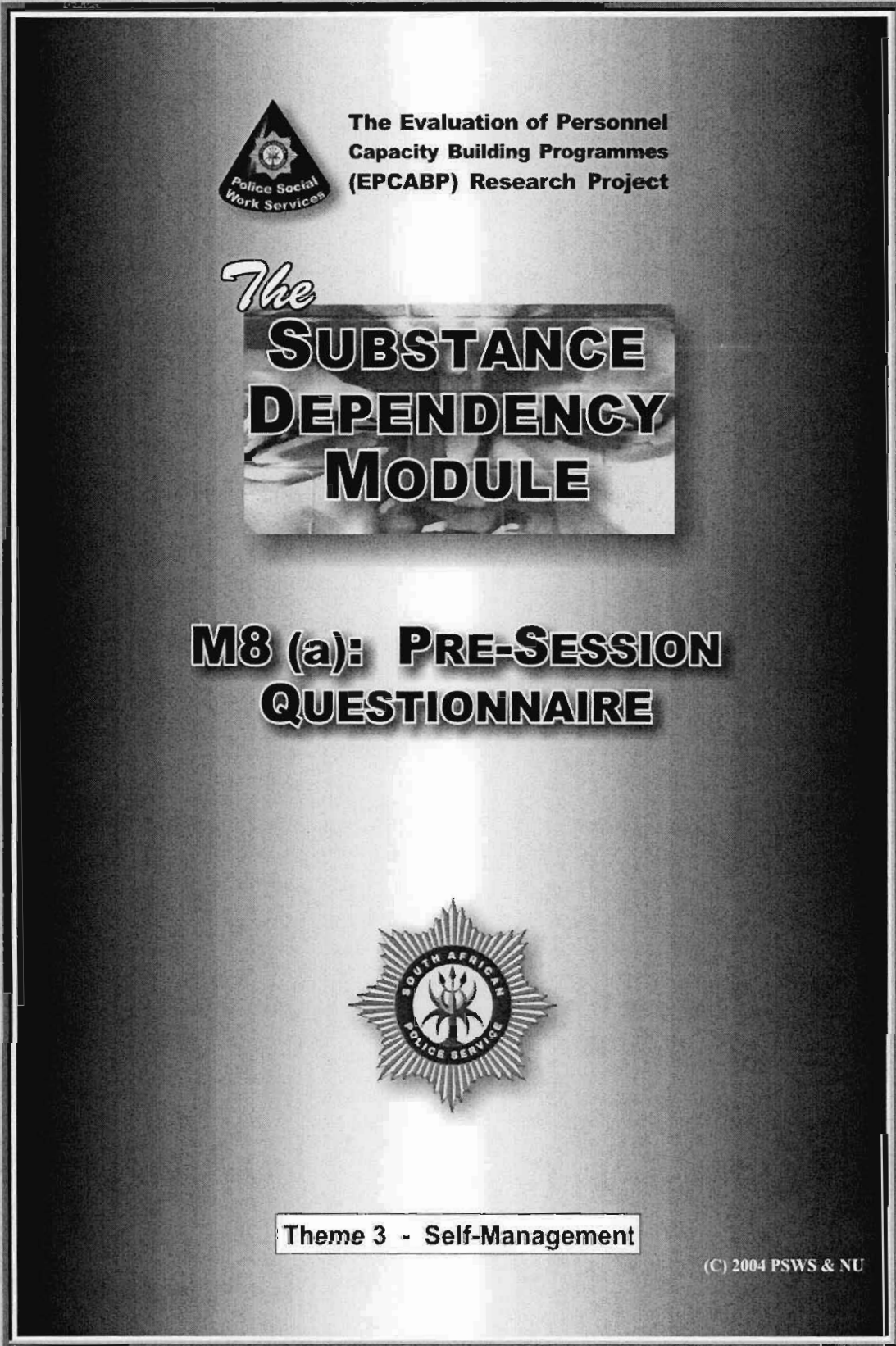
emotional support during stressful times?	<i>Never</i>			<i>Always</i>
7. How often have you deliberately sought proper rest during stressful times?	<i>1 Seldom/ Never</i>	<i>2 Sometimes</i>	<i>3 Periodically</i>	<i>4 Frequently/ Always</i>
8. How often have you deliberately done relaxation exercises to deal with your stress?	<i>1 Seldom/ Never</i>	<i>2 Sometimes</i>	<i>3 Periodically</i>	<i>4 Frequently/ Always</i>
9. How often have you deliberately used relaxation techniques during stressful times?	<i>1 Seldom/ Never</i>	<i>2 Sometimes</i>	<i>3 Periodically</i>	<i>4 Frequently/ Always</i>
10. How often have you consciously employed a positive attitude in order to conquer the negative impact of your stress?	<i>1 Seldom/ Never</i>	<i>2 Sometimes</i>	<i>3 Periodically</i>	<i>4 Frequently/ Always</i>
11. When you were confronted with a stressful event in the past, did you set realistic expectations for yourself?	<i>1 Seldom/ Never</i>	<i>2 Sometimes</i>	<i>3 Periodically</i>	<i>4 Frequently/ Always</i>
12. When you were confronted with a stressful event in the past, did you seek a clear sense of direction for your life?	<i>1 Seldom/ Never</i>	<i>2 Sometimes</i>	<i>3 Periodically</i>	<i>4 Frequently/ Always</i>

Thank you for completing this questionnaire

APPENDIX 12:
QUESTIONNAIRES USED IN THE EVALUATION
OF MODULE 8: SUBSTANCE DEPENDENCY

M 8(a)	Pre-session questionnaire:	Pre-test - Experimental group
M 8(b)	Post-session questionnaire:	Post-test - Experimental group
M 8(c)	1 st questionnaire:	Pre-test - Control group
M 8(d)	2 nd questionnaire:	Post-test - Control group

M8(a) Pre-session questionnaire (Pre-test: Experimental group)



The cover features a dark background with a central vertical light gradient. At the top left is the logo for Police Social Work Services, a triangle containing a police badge. To its right is the text 'The Evaluation of Personnel Capacity Building Programmes (EPCABP) Research Project'. Below this is a rectangular image of hands holding a document, with the word 'The' in a script font above it and 'SUBSTANCE DEPENDENCY MODULE' in large, bold, white capital letters with a black outline. In the center is the title 'M8 (a): PRE-SESSION QUESTIONNAIRE' in large, bold, white capital letters with a black outline. Below the title is the South African Police Service emblem, a starburst shape with a central figure and the words 'SOUTH AFRICAN POLICE SERVICE'. At the bottom center is a white box containing the text 'Theme 3 - Self-Management'. In the bottom right corner is the copyright notice '(C) 2004 PSWS & NU'.

The Evaluation of Personnel Capacity Building Programmes (EPCABP) Research Project

The
SUBSTANCE DEPENDENCY MODULE

M8 (a): PRE-SESSION QUESTIONNAIRE

Theme 3 - Self-Management

(C) 2004 PSWS & NU

QUESTIONNAIRE: SUBSTANCE DEPENDENCY

This questionnaire must be completed *before* the start of the "Substance Dependency" module

1. Introduction

You are about to complete the "SUBSTANCE DEPENDENCY" module. This module forms part of a large and expensive initiative and we must know how effective it is. For this we need **your** input. Please complete the following questionnaire **honestly** and **in full**, and please **don't guess**. We need your honest and personal views – it will help us to serve you and your colleagues better.

2. Instructions for completing this Questionnaire

The following questionnaire must be completed *before* the start of the module.

- 2.1 Mark the answers **on this questionnaire** by making a cross ☒ in the appropriate blocks. The cross must not go outside the outline of the block.
- 2.2 Mark only **one** answer per question.
- 2.3 Answer **all** the questions.
- 2.4 Complete the questionnaire **on your own**.

This questionnaire contains several personal questions. *Don't write your name anywhere on it.* However, for research purposes we need you to generate a **secret identification code**. This code will be used to *match this questionnaire to others* that you will or have completed. **It will not identify you as a person.**

When you have completed the questionnaire, please return it to the presenter who will seal it in an envelope and hand it to the research team. By completing this questionnaire, you give permission that the data may be used for research purposes.

3. How to start

Parts 1 to 4 are designed to link you with a specific intake, a training provision institution, etc. In addition, these answers will be used to generate the **secret identification code** that only *you* will know.

PART 1: MODULE PARTICULARS

- In the first row below, write the initials and surname of the person who will be **presenting** this particular module.
- In the second row, write the **date** on which this module will be presented.
- In the third row indicate - by making a cross ☒ in the appropriate block - the **training provision institution** where the module will be presented.
- In the fourth row, write your **platoon number**.

Presenter:

Date:

Place:

	1. <i>Oudtshoorn</i>	2. <i>Pretoria</i>	3. <i>Bisho</i>
	4. <i>Graaff-Reinet</i>	5. <i>Chatsworth</i>	6. <i>Phillipi</i>
		7. <i>Jakkalsdans</i>	

Platoon number:

Office use	

PART 2: PART OF SECRET CODE

In the next six blocks, indicate your birth date. For example, if you were born on 15 January 1982, indicate it as follow: 150182

D	D	M	M	Y	Y
---	---	---	---	---	---

PART 3: GENDER AND SECRET CODE

Please make a cross in the appropriate block.

1. Male

2. Female

PART 4: RACE

Please make a cross in the appropriate block.

1.
Asian

2.
Black

3.
Coloured

4.
White

SCALE 1: TRUE OR FALSE

Instructions:

To what extent are each of the following statements true or false?

Questions	1.	2.	3.	4.	5.
1. Alcoholism is a disease	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
2. Alcoholism is inherited	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
3. Alcoholism can be treated with medication	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
4. You can tell when a person close to you has an alcohol problem	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
5. The legal alcohol limit for vehicle drivers is 0.05mg.	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
6. Alcohol misuse could cause anaemia	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
7. Alcohol misuse will increase your chances of getting TB	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
8. Alcohol misuse can cause a duodenal ulcer	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true

9. Alcohol misuse can cause impotence	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
10. Intellectualisation is a defence mechanism that is often used by alcoholics	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
11. Repression is a defence mechanism that is often used by alcoholics	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
12. Selective recall is a defence mechanism that is often used by alcoholics	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
13. People who abuse alcohol are more likely to hear voices, shake and see things that do not exist	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
14. You can tell when a person close to you has a drug addiction problem	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
15. The type of treatment a person receives for substance dependency depends on their <i>stage</i> in the change model	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>



SCALE 2: MOST RELEVANT RESPONSE

Instructions:

Choose the most relevant response to each question

1. *Poor* = I am totally lost in this area.
2. *Inadequate* = I know a little, but not enough to feel comfortable.
3. *Adequate* = I am pretty comfortable with my knowledge re this area
4. *Excellent* = I have mastered this area (i.e. I know 75% more than most people)

<i>Questions</i>	<i>1.</i>	<i>2.</i>	<i>3.</i>	<i>4.</i>
1. My knowledge of the <i>definitions</i> of “ <i>substance abuse</i> ” and “ <i>substance dependency</i> ” can be described as	<i>1.</i> <i>Poor</i>	<i>2.</i> <i>Inadequate</i>	<i>3.</i> <i>Adequate</i>	<i>4.</i> <i>Excellent</i>
2. My knowledge of the <i>phases</i> of substance dependency can be described as	<i>1.</i> <i>Poor</i>	<i>2.</i> <i>Inadequate</i>	<i>3.</i> <i>Adequate</i>	<i>4.</i> <i>Excellent</i>
3. My knowledge of the factors that would indicate that a person <i>needs treatment</i> for substance dependency can be described as	<i>1.</i> <i>Poor</i>	<i>2.</i> <i>Inadequate</i>	<i>3.</i> <i>Adequate</i>	<i>4.</i> <i>Excellent</i>
4. My knowledge of the <i>psychological effect</i> of alcohol dependency can be described as	<i>1.</i> <i>Poor</i>	<i>2.</i> <i>Inadequate</i>	<i>3.</i> <i>Adequate</i>	<i>4.</i> <i>Excellent</i>
5. My knowledge of the <i>physical effect</i> of alcohol dependency can be described as	<i>1.</i> <i>Poor</i>	<i>2.</i> <i>Inadequate</i>	<i>3.</i> <i>Adequate</i>	<i>4.</i> <i>Excellent</i>
6. My knowledge of the <i>defence mechanisms</i> that alcoholics use can be described as	<i>1.</i> <i>Poor</i>	<i>2.</i> <i>Inadequate</i>	<i>3.</i> <i>Adequate</i>	<i>4.</i> <i>Excellent</i>
7. My knowledge of the “ <i>stages of change model</i> ” can be described as	<i>1.</i> <i>Poor</i>	<i>2.</i> <i>Inadequate</i>	<i>3.</i> <i>Adequate</i>	<i>4.</i> <i>Excellent</i>
8. My knowledge of <i>illegal drugs</i> can be described as	<i>1.</i> <i>Poor</i>	<i>2.</i> <i>Inadequate</i>	<i>3.</i> <i>Adequate</i>	<i>4.</i> <i>Excellent</i>
9. My knowledge of <i>legal drugs</i> can be described as	<i>1.</i> <i>Poor</i>	<i>2.</i> <i>Inadequate</i>	<i>3.</i> <i>Adequate</i>	<i>4.</i> <i>Excellent</i>
10. My knowledge of the <i>reasons why</i> people take drugs can be described as	<i>1.</i> <i>Poor</i>	<i>2.</i> <i>Inadequate</i>	<i>3.</i> <i>Adequate</i>	<i>4.</i> <i>Excellent</i>
11. My knowledge of the <i>psychological effects</i> of drug abuse can be described as	<i>1.</i> <i>Poor</i>	<i>2.</i> <i>Inadequate</i>	<i>3.</i> <i>Adequate</i>	<i>4.</i> <i>Excellent</i>
12. My knowledge of the <i>physical effects</i> of drug abuse can be described as	<i>1.</i> <i>Poor</i>	<i>2.</i> <i>Inadequate</i>	<i>3.</i> <i>Adequate</i>	<i>4.</i> <i>Excellent</i>



SCALE 3: AGREE/DISAGREE

Instructions:

To what extent do you agree or disagree with each of the following statements?

Questions	1.	2.	3.	4.
1. Having a drink with somebody helps to start a friendship	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
2. People who take a few drinks are usually the life of the party	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
3. A few drinks helps me to get in the mood for a party	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
4. I hate it if people get drunk at parties	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
5. I like a few drinks after work to help me to relax	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
6. I believe that my current knowledge of alcohol will help me to identify the first signs of alcoholism	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
7. I will inform my commander if a colleague's use of alcohol has a negative effect on his/her work performance	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
8. I will inform my commander if a colleague's use of medication has a negative effect on his/her work performance	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
9. I will inform my commander if a colleague smokes dagga	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
10. Families can still cope effectively even if one of them has a dependency problem	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
11. Alcoholics can solve their problem by simply drinking less	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
12. Alcoholism is a fatal disease	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
13. Alcoholism cannot be cured	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>

SCALE 4: HOW OFTEN

Instructions:

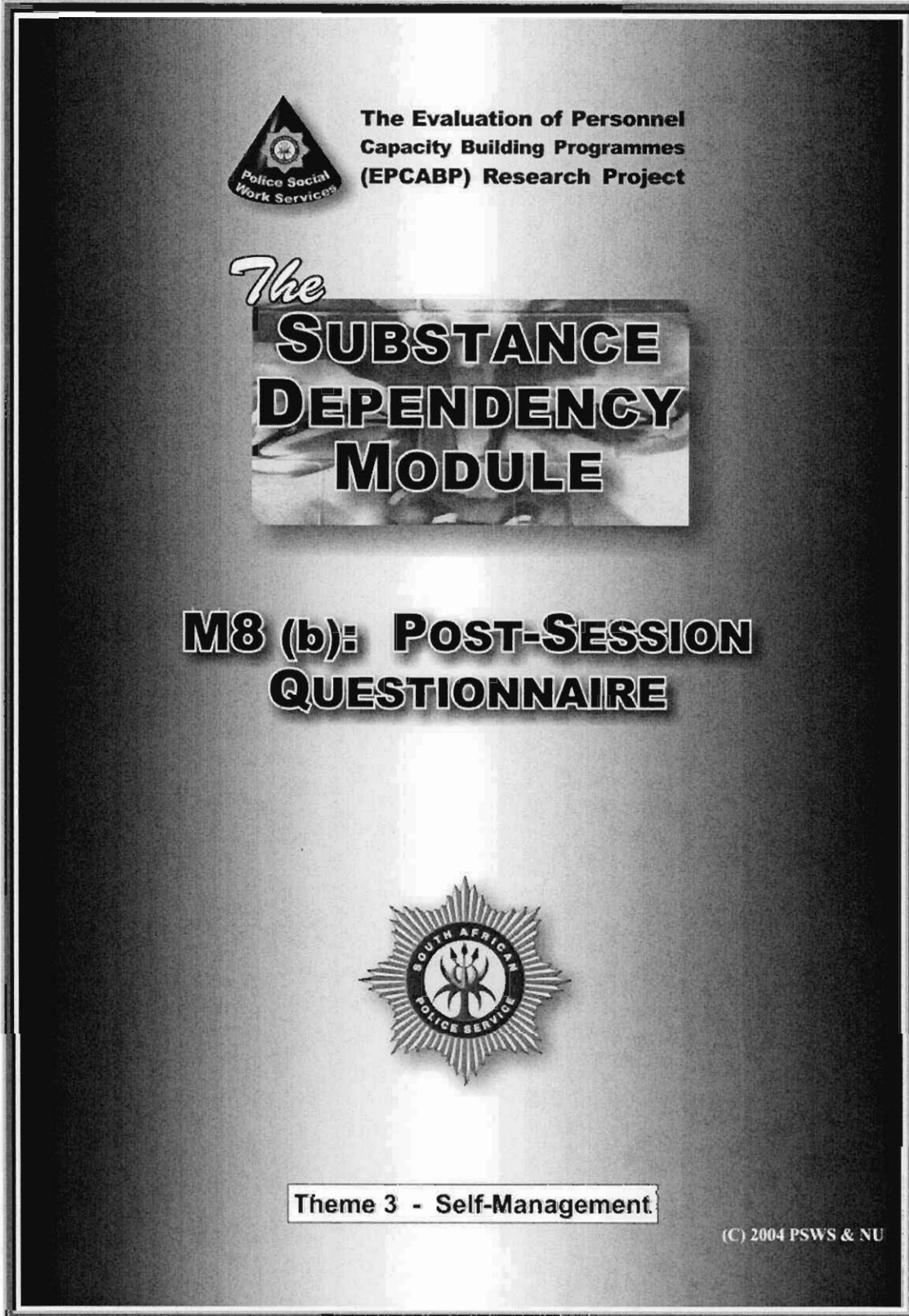
How often has each of the following things occurred in the past?

(Please answer the following questions absolutely honestly)

Questions	1.	2.	3.	4.
1. I have lied about how much I drink	1 Seldom/ Never	2 Sometimes	3 Periodically	4 Frequently/ Always
2. I got drunk	1 Seldom/ Never	2 Sometimes	3 Periodically	4 Frequently/ Always
3. I drank when I got bored	1 Seldom/ Never	2 Sometimes	3 Periodically	4 Frequently/ Always
4. I drank to escape from my problems	1 Seldom/ Never	2 Sometimes	3 Periodically	4 Frequently/ Always
5. I stopped after only one drink	1 Seldom/ Never	2 Sometimes	3 Periodically	4 Frequently/ Always
6. I have had a hangover (babalaas)	1 Seldom/ Never	2 Sometimes	3 Periodically	4 Frequently/ Always
7. I have spent too much on drinks	1 Seldom/ Never	2 Sometimes	3 Periodically	4 Frequently/ Always
8. In the past I have looked for some reason (e.g. a celebration of something) to have a drink	1 Seldom/ Never	2 Sometimes	3 Periodically	4 Frequently/ Always
9. I have told the whole truth about the medication that I use	1 Seldom/ Never	2 Sometimes	3 Periodically	4 Frequently/ Always
10. I have smoked dagga	1 Seldom/ Never	2 Sometimes	3 Periodically	4 Frequently/ Always
11. I have avoided the use of mood changing substances (e.g. tobacco/alcohol/drugs) to get me going	1 Seldom/ Never	2 Sometimes	3 Periodically	4 Frequently/ Always

Thank you for completing this questionnaire

M8(b) Post-session questionnaire (Post-test: Experimental group)



The cover features a dark background with a central vertical light gradient. At the top left is the logo for Police Social Work Services, a triangle containing a police badge. To its right is the text 'The Evaluation of Personnel Capacity Building Programmes (EPCABP) Research Project'. Below this is a box with the title 'The SUBSTANCE DEPENDENCY MODULE' in a stylized font. The main title 'M8 (b): POST-SESSION QUESTIONNAIRE' is centered in large, bold, white letters. At the bottom center is the South African Police Service emblem, a star with a central figure. A white box at the bottom left contains the text 'Theme 3 - Self-Management'. The bottom right corner has the copyright notice '(C) 2004 PSWS & NU'.

Police Social Work Services

The Evaluation of Personnel Capacity Building Programmes (EPCABP) Research Project

The
SUBSTANCE DEPENDENCY MODULE

M8 (b): POST-SESSION QUESTIONNAIRE

SOUTH AFRICAN POLICE SERVICE

Theme 3 - Self-Management

(C) 2004 PSWS & NU

QUESTIONNAIRE: SUBSTANCE DEPENDENCY

This questionnaire must be completed *directly after* the presentation of the “*Substance Dependency*” module

1. Introduction

You have just completed the “*Substance Dependency*” module. This module forms part of a large and expensive initiative and we must know how effective it was in meeting your needs and interests. For this we need **your** input. Please complete the following questionnaire **honestly** and **in full**, and please **don't guess**. We need *your* honest and personal views – it will help us to serve you and your colleagues better.

2. Instructions for completing this Questionnaire

This following questionnaire must be completed *directly after* the module.

- 2.1 Mark the answers **on this questionnaire** by making a cross ☒ in the appropriate blocks. The cross must not go outside the outline of the block.
- 2.2 Mark only **one** answer per question.
- 2.3 Answer **all** the questions.
- 2.4 Complete the questionnaire **on your own**.

This questionnaire contains several personal questions. *Don't write your name anywhere on it.* However, for research purposes we need you to generate a **secret identification code**. This code will be used to *match this questionnaire to others* that you will or have completed. **It will not identify you as a person.**

When you have completed the questionnaire, please return it to the presenter, who will seal it in an envelope and hand it to the research team. By completing this questionnaire, you give permission that the data may be used for research purposes.

3. How to start

Parts 1 to 4 are designed to link you with a specific intake, training provision institution, etc. In addition, these answers will be used to generate the **secret identification code** that only *you* will know.

PART 1: MODULE PARTICULARS

- In the first row below, write the initials and surname of the person who **presented** this particular module.
- In the second row, write the **date** on which this module was presented.
- In the third row indicate - by making a cross ☒ in the appropriate block - the **training provision institution** where this module was presented.
- In the fourth row, indicate your **platoon number**.

Presenter:

--

Date:

	/		/	2005
--	---	--	---	------

Place:

	1. <i>Oudtshoorn</i>	2. <i>Pretoria</i>	3. <i>Bisho</i>
4. <i>Graaff-Reinet</i>	5. <i>Chatsworth</i>	6. <i>Phillipi</i>	7. <i>Jakkalsdans</i>

Platoon number:

--

Office use	

PART 2: PART OF SECRET CODE

In the next six blocks, indicate your birth date. For example, if you were born on 15 January 1982, indicate it as follows: 150182

D	D	M	M	Y	Y
---	---	---	---	---	---

PART 3: GENDER AND SECRET CODE

Please make a cross in the appropriate block

1. Male	2. Female
---------	-----------

PART 4: RACE

Please make a cross in the appropriate block

1. Asian	2. Black	3. Coloured	4. White
----------	----------	-------------	----------

SCALE 1: TRUE OR FALSE

Instructions:

To what extent are each of the following statements true or false?

Questions	1.	2.	3.	4.	5.
1. Alcoholism is a disease	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
2. Alcoholism is inherited	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
3. Alcoholism can be treated with medication	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
4. You can tell when a person close to you has an alcohol problem	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
5. The legal alcohol limit for vehicle drivers is 0.05mg.	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
6. Alcohol misuse could cause anaemia	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
7. Alcohol misuse will increase your chances of getting TB	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
8. Alcohol misuse can cause a duodenal ulcer	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true

9. Alcohol misuse can cause impotence	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
10. Intellectualisation is a defence mechanism that is often used by alcoholics	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
11. Repression is a defence mechanism that is often used by alcoholics	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
12. Selective recall is a defence mechanism that is often used by alcoholics	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
13. People who abuse alcohol are more likely to hear voices, shake and see things that do not exist	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
14. You can tell when a person close to you has a drug addiction problem	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
15. The type of treatment a person receives for substance dependency depends on their <i>stage</i> in the change model.	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>



SCALE 2: MOST RELEVANT RESPONSE

Instructions:

Choose the most relevant response to each question

1. *Poor* = I am totally lost in this area.
2. *Inadequate* = I know a little, but not enough to feel comfortable.
3. *Adequate* = I am pretty comfortable with my knowledge re this area
4. *Excellent* = I have mastered this area (i.e. I know 75% more than most people)

Questions	1.	2.	3.	4.
1. My knowledge of the <i>definitions</i> of “ <i>substance abuse</i> ” and “ <i>substance dependency</i> ” can now be described as	<i>1. Poor</i>	<i>2. Inadequate</i>	<i>3. Adequate</i>	<i>4. Excellent</i>
2. My knowledge of the <i>phases</i> of substance dependency can now be described as	<i>1. Poor</i>	<i>2. Inadequate</i>	<i>3. Adequate</i>	<i>4. Excellent</i>
3. My knowledge of the factors that would indicate that a person <i>needs treatment</i> for substance dependency can now be described as	<i>1. Poor</i>	<i>2. Inadequate</i>	<i>3. Adequate</i>	<i>4. Excellent</i>
4. My knowledge of the <i>psychological effect</i> of alcohol dependency can now be described as	<i>1. Poor</i>	<i>2. Inadequate</i>	<i>3. Adequate</i>	<i>4. Excellent</i>
5. My knowledge of the <i>physical effect</i> of alcohol dependency can now be described as	<i>1. Poor</i>	<i>2. Inadequate</i>	<i>3. Adequate</i>	<i>4. Excellent</i>
6. My knowledge of the <i>defence mechanisms</i> that alcoholics use can now be described as	<i>1. Poor</i>	<i>2. Inadequate</i>	<i>3. Adequate</i>	<i>4. Excellent</i>
7. My knowledge of the “ <i>stages of change model</i> ” can now be described as	<i>1. Poor</i>	<i>2. Inadequate</i>	<i>3. Adequate</i>	<i>4. Excellent</i>
8. My knowledge of <i>illegal drugs</i> can now be described as	<i>1. Poor</i>	<i>2. Inadequate</i>	<i>3. Adequate</i>	<i>4. Excellent</i>
9. My knowledge of <i>legal drugs</i> can now be described as	<i>1. Poor</i>	<i>2. Inadequate</i>	<i>3. Adequate</i>	<i>4. Excellent</i>
10. My knowledge of the <i>reasons why</i> people take drugs can now be described as	<i>1. Poor</i>	<i>2. Inadequate</i>	<i>3. Adequate</i>	<i>4. Excellent</i>
11. My knowledge of the <i>psychological effects</i> of drug abuse can now be described as	<i>1. Poor</i>	<i>2. Inadequate</i>	<i>3. Adequate</i>	<i>4. Excellent</i>
12. My knowledge of the <i>physical effects</i> of drug abuse can now be described as	<i>1. Poor</i>	<i>2. Inadequate</i>	<i>3. Adequate</i>	<i>4. Excellent</i>



SCALE 3: AGREE/DISAGREE

Instructions:

To what extent do you agree or disagree with each of the following statements?

Questions	1.	2.	3.	4.
1. Having a drink with somebody will help to start a friendship	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
2. People who take a few drinks are usually the life of the party	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
3. A few drinks will help me to get in the mood for a party	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
4. I will hate it if people get drunk at parties	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
5. I will like a few drinks after work to help me to relax	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
6. I believe that my current knowledge of alcohol will help me to identify the first signs of alcoholism	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
7. I will inform my commander if a colleague's use of alcohol has a negative effect on his/her work performance	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
8. I will inform my commander if a colleague's use of medication has a negative effect on his/her work performance	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
9. I will inform my commander if a colleague smokes dagga	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
10. Families can still cope effectively even if one of them has a dependency problem	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
11. Alcoholics can solve their problem by simply drinking less	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
12. Alcoholism is a fatal disease	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
13. Alcoholism cannot be cured	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>

SCALE 4: HOW OFTEN

Instructions:

How often will each of the following things occur in the future? (Please answer the following questions absolutely honestly)

Questions	1.	2.	3.	4.
1. I will lie about how much I drink	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
2. I will get drunk	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
3. I will drink when I am bored	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
4. I will drink to escape from my problems	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
5. I will stop after only one drink	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
6. I will get a hangover (babalaas)	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
7. I will spend too much on drinks	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
8. I will look for some reason (e.g. a celebration of something) to have a drink	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
9. I will tell the whole truth about the medication I use	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
10. I will smoke dagga	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
11. I will avoid the use of mood changing substances (e.g. tobacco/alcohol/drugs) to get me going	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>

See next section ➔

SCALE 5: EVALUATION OF THE MODULE'S VALUE

Instructions:

Please evaluate the *value* of the module by completing each of the following questions

Sections	1.	2.	3.	4.
1. How would you rate the value of the section: "Definitions of abuse and dependency"	1. It had little or no value	2. It had below average value	3. It had above average value	4. It had a lot of value
2. How would you rate the value of the section: "Why do people take drugs?"	1. It had little or no value	2. It had below average value	3. It had above average value	4. It had a lot of value
3. How would you rate the value of the section: "List of drug classes and the way that they are administered"	1. It had little or no value	2. It had below average value	3. It had above average value	4. It had a lot of value
4. How would you rate the value of the section: "Legal substances"	1. It had little or no value	2. It had below average value	3. It had above average value	4. It had a lot of value
5. How would you rate the value of the section: "Illegal substances"	1. It had little or no value	2. It had below average value	3. It had above average value	4. It had a lot of value
6. How would you rate the value of the section: "Alcohol as a legal substance"	1. It had little or no value	2. It had below average value	3. It had above average value	4. It had a lot of value
7. How would you rate the value of the section: "Treatment"	1. It had little or no value	2. It had below average value	3. It had above average value	4. It had a lot of value
8. How would you rate the <u>overall value</u> of the <i>Substance Dependency</i> module?	1. It had little or no value	2. It had below average value	3. It had above average value	4. It had a lot of value



SCALE 6: EVALUATION OF THE MODULE'S RELEVANCE

Instructions:

Please evaluate the *relevance* of the module by completing each of the following questions

1. The module will have a <i>positive impact</i> on my job performance	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
2. I will be able to <i>apply</i> my new <i>knowledge</i> in my job	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
3. I will be able to <i>apply</i> my new <i>skills</i> in my job	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
4. The module will have a <i>positive impact</i> on my ability to cope with the challenges of life	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
5. I will be able to <i>apply</i> my new <i>knowledge</i> in my daily life	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
6. I will be able to <i>apply</i> my new <i>skills</i> in my daily life	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
7. The module will increase my job satisfaction	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
8. The module will increase my productivity	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
9. The module will improve my ability to function in work related teams (e.g. platoons, teams, units)	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
10. The module will improve my ability to render a good service to SAPS customers	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
11. All other SAPS personnel should receive this module	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
12. If all things are taken into account, this module was relevant for my job and personal life	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree

Thank you for completing this questionnaire

M8(c) 1st questionnaire (Pre-test: Control group)

The Evaluation of Personnel Capacity Building Programmes (EPCABP) Research Project

SUBSTANCE DEPENDENCY

**M8 (c): CONTROL GROUP
1st QUESTIONNAIRE**

Theme 3 - Self-Management

(C) 2004 PSWS & NU

QUESTIONNAIRE: SUBSTANCE DEPENDENCY

This 1st questionnaire must be completed by the *control group* at the *beginning* of the day.

1. Introduction

You have been chosen as a member of a control group in a research project into the effectiveness of a substance dependency module. You will receive this module later on as part of *Theme 3: Self-Management*. The module is part of a large and expensive initiative and we must know how effective it is in meeting the needs of trainees. For this we need **your** help. Please complete the following questionnaire **honestly** and **in full**, and please **don't guess**. We need your honest and personal views – it will ultimately help us to serve you and your colleagues better.

2. Instructions for completing this Questionnaire

The following is the *first* of 2 questionnaires that deals with various issues relating to substance dependency.

- 2.1 Mark all the answers **on this questionnaire** by making a cross ☒ in the appropriate blocks. The cross must not touch the outline of the block.
- 2.2 Mark only **one** answer per question.
- 2.3 Answer **all** the questions.
- 2.4 Complete the questionnaire **on your own**.

This questionnaire contains several personal questions. *Don't write your name anywhere on it.* However, for research purposes we need you to generate a **secret identification code**. This code will be used to *match this questionnaire to others* that you will or have completed. **It will not identify you as a person.**

After you have completed the questionnaire, please return it to the contact person, who will seal it in an envelope and hand it over to the research team. By completing this questionnaire you give permission that the data may be used for research purposes.

3. How to start

Parts 1 to 4 are designed to link you to a specific intake, training provision institution, etc. In addition, these answers will be used to generate the **secret identification code** that only *you* will know.

PART 1: MODULE PARTICULARS

- In the first row below, write the initials and surname of the **contact person** who issued you this questionnaire.
- In the second row, write the **date** on which this questionnaire was completed.
- In the third row indicate - by making a cross ☒ in the appropriate block - the **training provision institution** where this questionnaire was completed.
- In the fourth row, write your **platoon number**

					Office use	
Contact person:						
Date:	____ / ____ / 2005					
Place:		1. Oudtshoorn	2. Pretoria	3. Bisho		
	4. Graaff-Reinet	5. Chatsworth	6. Phillipi	7. Jakkalsdans		
Platoon number:						

PART 2: PART OF SECRET CODE

In the next six blocks, indicate your birth date. For example, if you were born on 15 January 1982, indicate it as follows: 150182

D	D	M	M	Y	Y
---	---	---	---	---	---

PART 3: GENDER AND SECRET CODE

Please make a cross in the appropriate block

1. Male

2. Female

PART 4: RACE

Please make a cross in the appropriate block

1. Asian

2. Black

3. Coloured

4. White

SCALE 1: TRUE OR FALSE

Instructions:

To what extent are each of the following statements true or false?

Questions	1.	2.	3.	4.	5.
1. Alcoholism is a disease	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
2. Alcoholism is inherited	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
3. Alcoholism can be treated with medication	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
4. You can tell when a person close to you has an alcohol problem	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
5. The legal alcohol limit for vehicle drivers is 0.05mg.	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
6. Alcohol misuse could cause anaemia	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
7. Alcohol misuse will increase your chances of getting TB	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
8. Alcohol misuse can cause a duodenal ulcer	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>

9. Alcohol misuse can cause impotence	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
10. Intellectualisation is a defence mechanism that is often used by alcoholics	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
11. Repression is a defence mechanism that is often used by alcoholics	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
12. Selective recall is a defence mechanism that is often used by alcoholics	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
13. People who abuse alcohol are more likely to hear voices, shake and see things that do not exist	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
14. You can tell when a person close to you has a drug addiction problem	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
15. The type of treatment a person receives for substance dependency depends on their <i>stage</i> in the change model	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>



SCALE 2: MOST RELEVANT RESPONSE

Instructions:

Choose the most relevant response to each question

1. *Poor* = I am totally lost in this area.
2. *Inadequate* = I know a little, but not enough to feel comfortable.
3. *Adequate* = I am pretty comfortable with my knowledge re this area
4. *Excellent* = I have mastered this area (i.e. I know 75% more than most people)

<i>Questions</i>	<i>1.</i>	<i>2.</i>	<i>3.</i>	<i>4.</i>
1. My knowledge of the <i>definitions</i> of “ <i>substance abuse</i> ” and “ <i>substance dependency</i> ” can be described as	<i>1.</i> <i>Poor</i>	<i>2.</i> <i>Inadequate</i>	<i>3.</i> <i>Adequate</i>	<i>4.</i> <i>Excellent</i>
2. My knowledge of the <i>phases</i> of substance dependency can be described as	<i>1.</i> <i>Poor</i>	<i>2.</i> <i>Inadequate</i>	<i>3.</i> <i>Adequate</i>	<i>4.</i> <i>Excellent</i>
3. My knowledge of the factors that would indicate that a person <i>needs treatment</i> for substance dependency can be described as	<i>1.</i> <i>Poor</i>	<i>2.</i> <i>Inadequate</i>	<i>3.</i> <i>Adequate</i>	<i>4.</i> <i>Excellent</i>
4. My knowledge of the <i>psychological effect</i> of alcohol dependency can be described as	<i>1.</i> <i>Poor</i>	<i>2.</i> <i>Inadequate</i>	<i>3.</i> <i>Adequate</i>	<i>4.</i> <i>Excellent</i>
5. My knowledge of the <i>physical effect</i> of alcohol dependency can be described as	<i>1.</i> <i>Poor</i>	<i>2.</i> <i>Inadequate</i>	<i>3.</i> <i>Adequate</i>	<i>4.</i> <i>Excellent</i>
6. My knowledge of the <i>defence mechanisms</i> that alcoholics use can be described as	<i>1.</i> <i>Poor</i>	<i>2.</i> <i>Inadequate</i>	<i>3.</i> <i>Adequate</i>	<i>4.</i> <i>Excellent</i>
7. My knowledge of the “ <i>stages of change model</i> ” can be described as	<i>1.</i> <i>Poor</i>	<i>2.</i> <i>Inadequate</i>	<i>3.</i> <i>Adequate</i>	<i>4.</i> <i>Excellent</i>
8. My knowledge of <i>illegal drugs</i> can be described as	<i>1.</i> <i>Poor</i>	<i>2.</i> <i>Inadequate</i>	<i>3.</i> <i>Adequate</i>	<i>4.</i> <i>Excellent</i>
9. My knowledge of <i>legal drugs</i> can be described as	<i>1.</i> <i>Poor</i>	<i>2.</i> <i>Inadequate</i>	<i>3.</i> <i>Adequate</i>	<i>4.</i> <i>Excellent</i>
10. My knowledge of the <i>reasons why</i> people take drugs can be described as	<i>1.</i> <i>Poor</i>	<i>2.</i> <i>Inadequate</i>	<i>3.</i> <i>Adequate</i>	<i>4.</i> <i>Excellent</i>
11. My knowledge of the <i>psychological effects</i> of drug abuse can be described as	<i>1.</i> <i>Poor</i>	<i>2.</i> <i>Inadequate</i>	<i>3.</i> <i>Adequate</i>	<i>4.</i> <i>Excellent</i>
12. My knowledge of the <i>physical effects</i> of drug abuse can be described as	<i>1.</i> <i>Poor</i>	<i>2.</i> <i>Inadequate</i>	<i>3.</i> <i>Adequate</i>	<i>4.</i> <i>Excellent</i>



SCALE 3: AGREE/DISAGREE

Instructions:

To what extent do you agree or disagree with each of the following statements?

<i>Questions</i>	<i>1.</i> <i>I strongly disagree</i>	<i>2.</i> <i>I disagree</i>	<i>3.</i> <i>I agree</i>	<i>4.</i> <i>I strongly agree</i>
1. Having a drink with somebody helps to start a friendship	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
2. People who take a few drinks are usually the life of the party	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
3. A few drinks helps me to get in the mood for a party	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
4. I hate it if people get drunk at parties	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
5. I like a few drinks after work to help me to relax	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
6. I believe that my current knowledge of alcohol will help me to identify the first signs of alcoholism	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
7. I will inform my commander if a colleague's use of alcohol has a negative effect on his/her work performance	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
8. I will inform my commander if a colleague's use of medication has a negative effect on his/her work performance	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
9. I will inform my commander if a colleague smokes dagga	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
10. Families can still cope effectively even if one of them has a dependency problem	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
11. Alcoholics can solve their problem by simply drinking less	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
12. Alcoholism is a fatal disease	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
13. Alcoholism cannot be cured	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>

SCALE 4: HOW OFTEN

Instructions:

How often has each of the following things occurred in your life?

(Please answer the following questions absolutely honestly)

Questions	1.	2.	3.	4.
1. I have lied about how much I drink	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
2. I got drunk	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
3. I drank when I got bored	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
4. I drank to escape from my problems	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
5. I stopped after only one drink	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
6. I have had a hangover (babalaas)	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
7. I have spent too much on drinks	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
8. I have looked for some reason (e.g. a celebration of something) to have a drink	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
9. I have told the whole truth about the medication that I use	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
10. I have smoked dagga	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
11. I have avoided the use of mood changing substances (e.g. tobacco/alcohol/drugs) to get me going	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>

Thank you for completing this questionnaire

M8(d) 2nd questionnaire (Post-test: Control group)

The Evaluation of Personnel Capacity Building Programmes (EPCABP) Research Project

SUBSTANCE DEPENDENCY

**M8 (d): CONTROL GROUP
2nd QUESTIONNAIRE**

Theme 3 - Self-Management

(C) 2004 PSWS & NU

QUESTIONNAIRE: SUBSTANCE DEPENDENCY

This 2nd questionnaire must be completed by the *control group* at the end of the day.

1. Introduction

You have been chosen as a member of a control group in a research project into the effectiveness of a substance dependency module. You will receive this module later on as part of *Theme 3: Self-Management*. The module is part of a large and expensive initiative and we must know how effective it is in meeting the needs of trainees. For this we need your help. Please complete the following questionnaire **honestly** and **in full**, and please don't guess. We need your honest and personal views – it will ultimately help us to serve you and your colleagues better.

2. Instructions for completing this Questionnaire

The following is the *second* of 2 questionnaires that deals with various issues relating to substance dependency.

- 2.1 Mark all the answers **on this questionnaire** by making a cross ☒ in the appropriate blocks. The cross must not touch the outline of the block.
- 2.2 Mark only **one** answer per question.
- 2.3 Answer **all** the questions.
- 2.4 Complete the questionnaire **on your own**.

This questionnaire contains several personal questions. *Don't write your name anywhere on it.* However, for research purposes we need you to generate a **secret identification code**. This code will be used to *match this questionnaire to others* that you will or have completed. **It will not identify you as a person.**

After you have completed the questionnaire, please return it to the contact person, who will seal it in an envelope and hand it over to the research team. By completing this questionnaire you give permission that the data may be used for research purposes.

3. How to start

Parts 1 to 4 are designed to link you to a specific intake, training provision institution, etc. In addition, these answers will be used to generate the **secret identification code** that only *you* will know.

PART 1: MODULE PARTICULARS

- In the first row below, write the initials and surname of the **contact person** who issued you this questionnaire.
- In the second row, write the **date** on which this questionnaire was completed.
- In the third row indicate - by making a cross ☒ in the appropriate block - the **training institution** where this questionnaire was completed.
- In the fourth row, write your **platoon number**

					Office use	
Contact person:						
Date:	_____ / _____ / 2005					
Place:		1. Oudtshoorn	2. Pretoria	3. Bisho		
	4. Graaff-Reinet	5. Chatsworth	6. Phillipi	7. Jakkalsdans		
Platoon number:						

PART 2: PART OF SECRET CODE

In the next six blocks, indicate your birth date. For example, if you were born on 15 January 1982, indicate it as follows: 150182

D	D	M	M	Y	Y
---	---	---	---	---	---

PART 3: GENDER AND SECRET CODE

Please make a cross in the appropriate block

1. Male	2. Female
---------	-----------

PART 4: RACE

Please make a cross in the appropriate block

1. Asian	2. Black	3. Coloured	4. White
----------	----------	-------------	----------

SCALE 1: TRUE OR FALSE

Instructions:

To what extent are each of the following statements true or false?

Questions	1.	2.	3.	4.	5.
1. Alcoholism is a disease	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
2. Alcoholism is inherited	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
3. Alcoholism can be treated with medication	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
4. You can tell when a person close to you has an alcohol problem	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
5. The legal alcohol limit for vehicle drivers is 0.05mg.	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
6. Alcohol misuse could cause anaemia	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
7. Alcohol misuse will increase your chances of getting TB	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
8. Alcohol misuse can cause a duodenal ulcer	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true
9. Alcohol misuse can cause impotence	1. I know that it is false	2. I think it may be false	3. I don't know	4. I think it may be true	5. I know that it is true

10. Intellectualisation is a defence mechanism that is often used by alcoholics	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
11. Repression is a defence mechanism that is often used by alcoholics	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
12. Selective recall is a defence mechanism that is often used by alcoholics	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
13. People who abuse alcohol are more likely to hear voices, shake and see things that do not exist	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
14. You can tell when a person close to you has a drug addiction problem	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>
15. The type of treatment a person receives for substance dependency depends on their <i>stage</i> in the change model	1. <i>I know that it is false</i>	2. <i>I think it may be false</i>	3. <i>I don't know</i>	4. <i>I think it may be true</i>	5. <i>I know that it is true</i>



SCALE 2: MOST RELEVANT RESPONSE

Instructions:

Choose the most relevant response to each question

1. *Poor* = I am totally lost in this area.
2. *Inadequate* = I know a little, but not enough to feel comfortable.
3. *Adequate* = I am pretty comfortable with my knowledge re this area
4. *Excellent* = I have mastered this area (i.e. I know 75% more than most people)

<i>Questions</i>	<i>1.</i>	<i>2.</i>	<i>3.</i>	<i>4.</i>
1. My knowledge of the <i>definitions</i> of “ <i>substance abuse</i> ” and “ <i>substance dependency</i> ” can be described as	<i>1.</i> <i>Poor</i>	<i>2.</i> <i>Inadequate</i>	<i>3.</i> <i>Adequate</i>	<i>4.</i> <i>Excellent</i>
2. My knowledge of the <i>phases</i> of substance dependency can be described as	<i>1.</i> <i>Poor</i>	<i>2.</i> <i>Inadequate</i>	<i>3.</i> <i>Adequate</i>	<i>4.</i> <i>Excellent</i>
3. My knowledge of the factors that would indicate that a person <i>needs treatment</i> for substance dependency can be described as	<i>1.</i> <i>Poor</i>	<i>2.</i> <i>Inadequate</i>	<i>3.</i> <i>Adequate</i>	<i>4.</i> <i>Excellent</i>
4. My knowledge of the <i>psychological effect</i> of alcohol dependency can be described as	<i>1.</i> <i>Poor</i>	<i>2.</i> <i>Inadequate</i>	<i>3.</i> <i>Adequate</i>	<i>4.</i> <i>Excellent</i>
5. My knowledge of the <i>physical effect</i> of alcohol dependency can be described as	<i>1.</i> <i>Poor</i>	<i>2.</i> <i>Inadequate</i>	<i>3.</i> <i>Adequate</i>	<i>4.</i> <i>Excellent</i>
6. My knowledge of the <i>defence mechanisms</i> that alcoholics use can be described as	<i>1.</i> <i>Poor</i>	<i>2.</i> <i>Inadequate</i>	<i>3.</i> <i>Adequate</i>	<i>4.</i> <i>Excellent</i>
7. My knowledge of the “ <i>stages of change model</i> ” can be described as	<i>1.</i> <i>Poor</i>	<i>2.</i> <i>Inadequate</i>	<i>3.</i> <i>Adequate</i>	<i>4.</i> <i>Excellent</i>
8. My knowledge of <i>illegal drugs</i> can be described as	<i>1.</i> <i>Poor</i>	<i>2.</i> <i>Inadequate</i>	<i>3.</i> <i>Adequate</i>	<i>4.</i> <i>Excellent</i>
9. My knowledge of <i>legal drugs</i> can be described as	<i>1.</i> <i>Poor</i>	<i>2.</i> <i>Inadequate</i>	<i>3.</i> <i>Adequate</i>	<i>4.</i> <i>Excellent</i>
10. My knowledge of the <i>reasons why</i> people take drugs can be described as	<i>1.</i> <i>Poor</i>	<i>2.</i> <i>Inadequate</i>	<i>3.</i> <i>Adequate</i>	<i>4.</i> <i>Excellent</i>
11. My knowledge of the <i>psychological effects</i> of drug abuse can be described as	<i>1.</i> <i>Poor</i>	<i>2.</i> <i>Inadequate</i>	<i>3.</i> <i>Adequate</i>	<i>4.</i> <i>Excellent</i>
12. My knowledge of the <i>physical effects</i> of drug abuse can be described as	<i>1.</i> <i>Poor</i>	<i>2.</i> <i>Inadequate</i>	<i>3.</i> <i>Adequate</i>	<i>4.</i> <i>Excellent</i>



SCALE 3: AGREE/DISAGREE

Instructions:

To what extent do you agree or disagree with each of the following statements?

Questions	1.	2.	3.	4.
1. Having a drink with somebody helps to start a friendship	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
2. People who take a few drinks are usually the life of the party	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
3. A few drinks helps me to get in the mood for a party	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
4. I hate it if people get drunk at parties	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
5. I like a few drinks after work to help me to relax	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
6. I believe that my current knowledge of alcohol will help me to identify the first signs of alcoholism	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
7. I will inform my commander if a colleague's use of alcohol has a negative effect on his/her work performance	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
8. I will inform my commander if a colleague's use of medication has a negative effect on his/her work performance	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
9. I will inform my commander if a colleague smokes dagga	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
10. Families can still cope effectively even if one of them has a dependency problem	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
11. Alcoholics can solve their problem by simply drinking less	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
12. Alcoholism is a fatal disease	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>
13. Alcoholism cannot be cured	1. <i>I strongly disagree</i>	2. <i>I disagree</i>	3. <i>I agree</i>	4. <i>I strongly agree</i>



SCALE 4: HOW OFTEN

Instructions:

How often has each of the following things occurred in your life?

(Please answer the following questions absolutely honestly)

Questions	1.	2.	3.	4.
1. I have lied about how much I drink	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
2. I got drunk	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
3. I drank when I got bored	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
4. I drank to escape from my problems	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
5. I stopped after only one drink	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
6. I have had a hangover (babalaas)	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
7. I have spent too much on drinks	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
8. I have looked for some reason (e.g. a celebration of something) to have a drink	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
9. I have told the whole truth about the medication that I use	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
10. I have smoked dagga	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>
11. I have avoided the use of mood changing substances (e.g. tobacco/ alcohol/drugs) to get me going	1 <i>Seldom/ Never</i>	2 <i>Sometimes</i>	3 <i>Periodically</i>	4 <i>Frequently/ Always</i>

Thank you for completing this questionnaire

APPENDIX 13:
THE PRESENTATION EVALUATION
QUESTIONNAIRE

Police Social Work Services

The Evaluation of Personnel Capacity-Building Programmes (EPCaP2) Research Project

The
Presentation Evaluation Questionnaire

SOUTH AFRICAN POLICE SERVICE

Theme 3 - Self-Management

(C) 2004 PSWS & NU

Presentation Evaluation Questionnaire

All trainees that participated in the *Theme 3: Self-Management Programme* should complete this questionnaire *at the end of the five day programme*.

1. INTRODUCTION

You have just completed *Theme 3: The Self-Management Programme*. This programme is a large and expensive initiative; therefore we must know how effective it was in meeting your needs and interests. For this we need **your** input. Please complete the following questionnaire honestly and in full – it will help us to serve you better.

2. GENERAL INSTRUCTIONS

This questionnaire contains various questions regarding the *presentation* and *contents* of the Self-Management Programme that you have just completed.

- 2.1 Mark the answers **on this questionnaire** by making a cross ☒ in the appropriate blocks.
The cross must not touch the outline of the block.
- 2.2 Mark only **one** answer per question.
- 2.3 Answer **all** questions.
- 2.4 Complete the questionnaire **honestly** and **on your own**.

This questionnaire contains several personal questions. *Don't write your name anywhere on it.* However, for research purposes we need you to generate a **secret identification (ID) code**. This code will be used to link *this questionnaire* to the *others* that you have completed. **It will not identify you as a person.**

After you have completed the questionnaire, place it in the envelope that will be provided and return it to the Presenter who gave it to you. By completing this questionnaire, you are giving permission that this data may be used for research purposes.

3. HOW TO START

Parts 1 to 4 are designed as a link to a specific presenter, date, etc. In addition, some of the answers will generate the **secret identification (ID) code** that only **you** will know.

PART 1: COURSE PARTICULARS

- In the first row below, write the initials and surname of the person who **presented** the programme.
- In the second row, write the **dates** on which the programme was presented.
- In the third row, indicate the **training provision institution** where it was presented.
- In the fourth row, write your **platoon number**.

Presenter:					Office use <table border="1" style="width: 100%; height: 100%;"><tr><td style="width: 50%; height: 25px;"></td><td style="width: 50%; height: 25px;"></td></tr><tr><td style="height: 25px;"></td><td style="height: 25px;"></td></tr><tr><td style="height: 25px;"></td><td style="height: 25px;"></td></tr><tr><td style="height: 25px;"></td><td style="height: 25px;"></td></tr><tr><td style="height: 25px;"></td><td style="height: 25px;"></td></tr></table>										
Dates:	____ / ____ / 2005 to ____ / ____ / 2005														
Place:	1. Oudtshoorn	2. Pretoria	3. Bisho												
	4. Graaff-Reinet	5. Chatsworth	6. Phillipi	7. Jakkalsdans											
Platoon number:															

PART 2: PART OF SECRET CODE

In the next six blocks, indicate your birth date. For example, if you were born on 15 January 1982, indicate it as follow: 150182

D	D	M	M	Y	Y
---	---	---	---	---	---

PART 3: GENDER AND SECRET CODE

Please make a cross in the appropriate block.

1. Male

2. Female

PART 4: RACE

Please make a cross in the appropriate block.

1. Asian

2. Black

3. Coloured

4. White

PART 5: EVALUATION OF THE PRESENTER

1. The presenter is knowledgeable about the <i>subjects</i> that he/she taught	1. <i>Strongly disagree</i>	2. <i>Disagree</i>	3. <i>Agree</i>	4. <i>Strongly agree</i>
2. The presenter could link the material to the trainees' <i>level of knowledge</i>	1. <i>Strongly disagree</i>	2. <i>Disagree</i>	3. <i>Agree</i>	4. <i>Strongly agree</i>
3. The presenter was able to explain difficult and abstract <i>concepts</i>	1. <i>Strongly disagree</i>	2. <i>Disagree</i>	3. <i>Agree</i>	4. <i>Strongly agree</i>
4. The presenter succeeded in keeping me interested in the subjects	1. <i>Strongly disagree</i>	2. <i>Disagree</i>	3. <i>Agree</i>	4. <i>Strongly agree</i>
5. The presenter was enthusiastic about the subjects that he/she taught	1. <i>Strongly disagree</i>	2. <i>Disagree</i>	3. <i>Agree</i>	4. <i>Strongly agree</i>

PART 6: EVALUATION OF THE PRESENTER'S PRESENTATION SKILLS

1. I could clearly hear what the presenter was saying (<i>e.g. it was loud enough and in an accent that I could understand</i>)	1. <i>Strongly disagree</i>	2. <i>Disagree</i>	3. <i>Agree</i>	4. <i>Strongly agree</i>	
2. The presenter was skilful in the use of the teaching media (<i>e.g. transparencies and or writing on newsprint/ the blackboard</i>)	1. <i>Strongly disagree</i>	2. <i>Disagree</i>	3. <i>Agree</i>	4. <i>Strongly agree</i>	
3. The presenter encouraged participant involvement (<i>e.g. by asking questions and or encouraging discussions</i>)	1. <i>Strongly disagree</i>	2. <i>Disagree</i>	3. <i>Agree</i>	4. <i>Strongly agree</i>	
4. The presenter prepared himself/herself thoroughly for the presentation	1. <i>Strongly disagree</i>	2. <i>Disagree</i>	3. <i>Agree</i>	4. <i>Strongly agree</i>	
5. What is your overall rating of the <i>presenter's presentation skills</i> ?	1. <i>Poor</i>	2. <i>Fair</i>	3. <i>Average</i>	4. <i>Good</i>	5. <i>Very good/ excellent</i>

PART 7: EVALUATION OF THE LEARNING PROCESS

1. At the beginning of <i>the programme</i> , the presenter gave us a clear overview of what we could expect during the programme	1. <i>Strongly disagree</i>	2. <i>Disagree</i>	3. <i>Agree</i>	4. <i>Strongly agree</i>	
2. At the beginning of <i>each module</i> , the learning objectives for that module were adequately explained	1. <i>Strongly disagree</i>	2. <i>Disagree</i>	3. <i>Agree</i>	4. <i>Strongly agree</i>	
3. The presenter made sure that trainees understood a subject before continuing on to the next one	1. <i>Strongly disagree</i>	2. <i>Disagree</i>	3. <i>Agree</i>	4. <i>Strongly agree</i>	
4. The presenter was able to communicate on my level	1. <i>Strongly disagree</i>	2. <i>Disagree</i>	3. <i>Agree</i>	4. <i>Strongly agree</i>	
5. At the end of a module, the presenter gave a summary of the material that was covered	1. <i>Strongly disagree</i>	2. <i>Disagree</i>	3. <i>Agree</i>	4. <i>Strongly agree</i>	
6. What is your overall rating of the <i>learning process</i> ?	1. <i>Poor</i>	2. <i>Fair</i>	3. <i>Average</i>	4. <i>Good</i>	5. <i>Very good/excellent</i>

PART 8: EVALUATION OF THE PRESENTATION CONTEXT

1. How would you rate the quality of the learning material that was presented?	1. <i>Very bad</i>	2. <i>Bad</i>	3. <i>Average</i>	4. <i>Good</i>	5. <i>Very good</i>
2. How would you rate quality of the teaching media (e.g. <i>transparencies and or handouts</i>)?	1. <i>Very bad</i>	2. <i>Bad</i>	3. <i>Average</i>	4. <i>Good</i>	5. <i>Very good</i>
3. How well was the programme organised ?	1. <i>Very bad</i>	2. <i>Bad</i>	3. <i>Average</i>	4. <i>Good</i>	5. <i>Very good</i>
4. How would you rate the venue ?	1. <i>Very bad</i>	2. <i>Bad</i>	3. <i>Average</i>	4. <i>Good</i>	5. <i>Very good</i>

PART 9: GENERAL

1. How will you rate the length of the programme?	1. <i>It was much too long</i>	2. <i>It was a little too long</i>	3. <i>The length was just right</i>	4. <i>It was a little too short</i>	5. <i>I was much too short</i>
2. How will you rate the pace of the presentation?	1. <i>The pace was much too slow</i>	2. <i>The pace was a little too slow</i>	3. <i>The pace was just right</i>	4. <i>The pace was a little too fast</i>	5. <i>The pace was much too fast</i>
3. How will you rate the balance between the <i>presentation</i> and <i>group involvement</i> ?	1. <i>Much too much time was spent on the presentation</i>	2. <i>A little too much time was spent on the presentation</i>	3. <i>The balance was just right</i>	4. <i>A little too much time was spent on group involvement</i>	5. <i>Much too much time was spent on group involvement</i>

Thank you for completing this questionnaire

APPENDIX 14:
THE PRESENTER'S EVALUATION QUESTIONNAIRE

Presenter's Questionnaire

All the selected presenters of *Theme 3: Self-Management* **must** complete the following questionnaire *at the end* of the 5 day programme.

1. INTRODUCTION

You have just completed the presentation of *Theme 3: The Self-Management Programme*. This programme is a large and expensive initiative. Therefore we must know **your** views on the programme's *effectiveness*, as well as your perceptions on the *quality* and *effectiveness* of your presentation and the *circumstances* under which it was conducted. We also need your views on each module's *value* and *relevance* and how it can be *improved*. Only in this way can we improve the programme and its constituent parts.

Please complete the questionnaire **honestly** and **in full**. You will not be linked to a particular response (view), module, platoon, etc. Your name will only be mentioned as one of the selected participants in the final research report. So, *please* take the time to complete the following questionnaire.

2. GENERAL INSTRUCTIONS

This Presenter's Evaluation Questionnaire contains various questions regarding the presentation and contents of the programme, as well as the circumstances under which it was presented. Answer them on this questionnaire.

- 2.1 **Mark the answers by making a cross ☒ in the appropriate block.** The cross mustn't touch the outline of the block, mark only **one** answer per question and answer **all** questions.
- 2.2 Space is also provided for **written comments**. Please answer these questions in full. *We need your personal and honest views* re the way in which the programme and its modules/study units could be improved.
- 2.3 Complete the questionnaire **on your own** and **at the same time** that the trainees complete their Presentation Evaluation Questionnaires.
- 2.4 Under no circumstances may you look at the trainees' Presentation Evaluation Questionnaires. Their, as well as your own questionnaire is confidential.

After you have completed the questionnaire, seal it in an envelope and return it to Head Office.

3. PART 1: COURSE PARTICULARS

- In the first row below, write your initials and surname.
- In the second row, write the **dates** on which you presented the programme.
- In the third row indicate the **training provision institution** where it was presented.
- In the fourth row, write the **platoon number** of the platoon you presented the programme to.

<i>Presenter:</i>					Office use
<i>Dates:</i>	/ / 2005 to / / 2005				
<i>Place:</i>	1. Oudshoorn	2. Pretoria	3. Bisho	4. Graaff-Reinet	
	5. Chatsworth	6. Phillipi	7. Jakkalsdans		
<i>Platoon number:</i>					

4. PART 2: ASSESSMENT OF THE PROGRAMME AS A WHOLE

SECTION 1: PRESENTER SELF-ASSESSMENT

1. I am knowledgeable about the <i>subjects</i> that I taught	1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree
2. I was able to link the material to the trainees' <i>level of knowledge</i>	1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree
3. I was able to explain difficult and abstract <i>concepts</i>	1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree
4. I succeed in keeping trainees interested in the subjects	1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree
5. I was enthusiastic about the subjects that I taught	1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree

SECTION 2: EVALUATION OF THE PRESENTER'S PRESENTATION SKILLS

6. Trainees could clearly hear what I was saying (<i>e.g. it was loud enough and in an accent that they could understand</i>).	1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree	
7. I am skilful in the use of the teaching media (<i>e.g. transparencies and or writing on newsprint/the blackboard</i>).	1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree	
8. I encouraged participant involvement (<i>e.g. by asking questions and or encouraging discussions</i>).	1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree	
9. I prepared myself thoroughly for the presentation.	1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree	
10. What is your overall rating of your presentation skills?	1. Poor	2. Fair	3. Average	4. Good	5. Very good/ excellent

SECTION 3: EVALUATION OF THE LEARNING PROCESS

11. In the beginning, I gave a clear overview of what trainees could expect during the programme	1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree	
12. In the beginning of <i>each module</i> , the learning objectives for that module were adequately explained	1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree	
13. I made sure that trainees understood a <i>subject</i> before continuing to the next one	1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree	
14. I was able to communicate on the trainees' level	1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree	
15. At the end of a module, I gave a summary of the material that was covered	1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree	
16. What is your overall rating of the <i>learning process</i> ?	1. Poor	2. Fair	3. Average	4. Good	5. Very good/ excellent

SECTION 4: EVALUATION OF THE PRESENTATION CONTEXT

17. How would you rate the quality of the learning material that you had to present?	1. <i>Very bad</i>	2. <i>Bad</i>	3. <i>Average</i>	4. <i>Good</i>	5. <i>Very good</i>
18. How would you rate quality of the teaching media (e.g. transparencies and or handouts) that was available?	1. <i>Very bad</i>	2. <i>Bad</i>	3. <i>Average</i>	4. <i>Good</i>	5. <i>Very good</i>
19. How well was the programme organised ?	1. <i>Very bad</i>	2. <i>Bad</i>	3. <i>Average</i>	4. <i>Good</i>	5. <i>Very good</i>
20. How would you rate the venue ?	1. <i>Very bad</i>	2. <i>Bad</i>	3. <i>Average</i>	4. <i>Good</i>	5. <i>Very good</i>

SECTION 5: EVALUATION OF THE RELEVANCE AND VALUE OF THE PROGRAMME AS A WHOLE

21. The programme stimulated the trainees' creative thinking	1. <i>Strongly disagree</i>	2. <i>Disagree</i>	3. <i>Agree</i>	4. <i>Strongly agree</i>
22. The trainees will be able to apply the new knowledge and insights that they have gained in their jobs	1. <i>Strongly disagree</i>	2. <i>Disagree</i>	3. <i>Agree</i>	4. <i>Strongly agree</i>
23. I feel that the programme will help the trainees to do their jobs better	1. <i>Strongly disagree</i>	2. <i>Disagree</i>	3. <i>Agree</i>	4. <i>Strongly agree</i>
24. The trainees will be able to apply the new knowledge and insights that they have gained in their daily lives	1. <i>Strongly disagree</i>	2. <i>Disagree</i>	3. <i>Agree</i>	4. <i>Strongly agree</i>
25. I feel that the programme will help the participants to cope better with the challenges of life	1. <i>Strongly disagree</i>	2. <i>Disagree</i>	3. <i>Agree</i>	4. <i>Strongly agree</i>

SECTION 6: GENERAL

26. How will you rate the length of the programme?	1. <i>It was much too long</i>	2. <i>It was a little too long</i>	3. <i>The length was just right</i>	4. <i>It was a little too short</i>	5. <i>I was much too short</i>
27. How will you rate the pace at which you had to present the programme?	1. <i>The pace was much too slow</i>	2. <i>The pace was a little too slow</i>	3. <i>The pace was just right</i>	4. <i>The pace was a little too fast</i>	5. <i>The pace was much too fast</i>
28. How will you rate the balance between the <i>presentation</i> and <i>group involvement</i> ?	1. <i>Much too much time was spent on the presentation</i>	2. <i>A little too much time was spent on the presentation</i>	3. <i>The balance was just right</i>	4. <i>A little too much time was spent on group involvement</i>	5. <i>Much too much time was spent on group involvement</i>

4. PART 3: ASSESSMENT OF THE MODULES AND STUDY UNITS

4.1 MODULE 1: *BE MONEY WISE*

4.1.1 Value

How would you rate the <u>overall value</u> of the <i>Be Money Wise</i> module?	1. <i>It had little or no value</i>	2. <i>It had below average value</i>	3. <i>It had above average value</i>	4. <i>It had a lot of value</i>
---	--	---	---	------------------------------------

4.1.2 Relevance

If all things are taken into account, the <i>Be Money Wise</i> module will be <u>relevant</u> to the trainees' future job and personal life	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
---	-------------------------------	----------------------	-------------------	----------------------------

4.1.3 Improvements that should be made to the contents of the *Be Money Wise* module (recommendations re topics that should be added, covered in more depth or dropped, ways to improve its impact, etc.)

➤

4.1.4 Improvements that should be made to the presentation of the *Be Money Wise* module (recommendations re improvements to the presenters guide, teaching media, exercises, ice breakers, examples, length of the module, time provided, etc.)

➤

4.2 STUDY UNIT 1: *PLANNING OF GOALS* (MODULE 2 - LIFE SKILLS)

4.2.1 Value

How would you rate the overall value of the <i>Planning of Goals</i> study unit?	1. <i>It had little or no value</i>	2. <i>It had below average value</i>	3. <i>It had above average value</i>	4. <i>It had a lot of value</i>
---	--	---	---	------------------------------------

4.2.2 Relevance

If all things are taken into account, the <i>Planning of Goals</i> study unit will be relevant to the trainees' future job and personal life	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
---	-------------------------------	----------------------	-------------------	----------------------------

4.2.3 Improvements that should be made to the **contents** of the *Planning of Goals* study unit (recommendations re topics that should be added, covered in more depth or dropped, ways to improve its impact, etc.)

➤ _____

4.2.4 Improvements that should be made to the **presentation** of the *Planning of Goals* study unit (recommendations re improvements to the presenters guide, teaching media, exercises, ice breakers, examples, length of the module, time provided, etc.)

➤ _____

4.3 STUDY UNIT 2: SELF-KNOWLEDGE (MODULE 2 - LIFE SKILLS)

4.3.1 Value

How would you rate the overall value of the <i>Self Knowledge</i> study unit?	1. It had little or no value	2. It had below average value	3. It had above average value	4. It had a lot of value
--	---------------------------------------	-------------------------------------	-------------------------------------	-----------------------------------

4.3.2 Relevance

If all things are taken into account, the <i>Self Knowledge</i> study unit will be relevant to the trainees' future job and personal life	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
--	---------------------------	---------------	------------	------------------------

4.3.3 Improvements that should be made to the **contents** of the *Self Knowledge* study unit (recommendations re topics that should be added, covered in more depth or dropped, ways to improve its impact, etc.)

➤ _____

4.3.4 Improvements that should be made to the **presentation** of the *Self Knowledge* study unit (recommendations re improvements to the presenters guide, teaching media, exercises, ice breakers, examples, length of the module, time provided, etc.)

➤ _____

4.4 STUDY UNIT 3: *CONFLICT MANAGEMENT (MODULE 2 - LIFE SKILLS)*

4.4.1 Value

How would you rate the overall value of the <i>Conflict Management</i> study unit?	1. It had little or no value	2. It had below average value	3. It had above average value	4. It had a lot of value
---	---------------------------------	----------------------------------	----------------------------------	-----------------------------

4.4.2 Relevance

If all things are taken into account, the <i>Conflict Management</i> study unit will be relevant to the trainees' future job and personal life	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
---	------------------------	---------------	------------	---------------------

4.4.3 Improvements that should be made to the **contents** of the *Conflict Management* study unit (recommendations re topics that should be added, covered in more depth or dropped, ways to improve its impact, etc.)

➤ _____

4.4.4 Improvements that should be made to the **presentation** of the *Conflict Management* study unit (recommendations re improvements to the presenters guide, teaching media, exercises, ice breakers, examples, length of the module, time provided, etc.)

➤ _____

4.5 STUDY UNIT 4: ASSERTIVENESS (MODULE 2 - LIFE SKILLS)

4.5.1 Value

How would you rate the overall value of the <i>Assertiveness</i> study unit?	1. It had little or no value	2. It had below average value	3. It had above average value	4. It had a lot of value
---	---------------------------------------	-------------------------------------	-------------------------------------	-----------------------------------

4.5.2 Relevance

If all things are taken into account, the <i>Assertiveness</i> study unit will be relevant to the trainees' future job and personal life	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
---	---------------------------	---------------	------------	------------------------

4.5.3 Improvements that should be made to the **contents** of the *Assertiveness* study unit (recommendations re topics that should be added, covered in more depth or dropped, ways to improve its impact, etc.)

➤ _____

4.5.4 Improvements that should be made to the **presentation** of the *Assertiveness* study unit (recommendations re improvements to the presenters guide, teaching media, exercises, ice breakers, examples, length of the module, time provided, etc.)

➤ _____

4.6 STUDY UNIT 5: *PROBLEM SOLVING* (MODULE 2 - LIFE SKILLS)

4.6.1 Value

How would you rate the overall value of the <i>Problem-Solving</i> study unit?	1. <i>It had little or no value</i>	2. <i>It had below average value</i>	3. <i>It had above average value</i>	4. <i>It had a lot of value</i>
---	--	---	---	------------------------------------

4.6.2 Relevance

If all things are taken into account, the <i>Problem-Solving</i> study unit will be relevant to the trainees' future job and personal life	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
---	-------------------------------	----------------------	-------------------	----------------------------

4.6.3 Improvements that should be made to the **contents** of the *Problem-Solving* study unit (recommendations re topics that should be added, covered in more depth or dropped, ways to improve its impact, etc.)

➤ _____

4.6.4 Improvements that should be made to the **presentation** of the *Problem-Solving* study unit (recommendations re improvements to the presenters guide, teaching media, exercises, ice breakers, examples, length of the module, time provided, etc.)

➤ _____

4.7 MODULE 3: *MANAGING STRESS EFFECTIVELY*

4.7.1 Value

How would you rate the overall value of the <i>Managing Stress Effectively</i> module?	1. It had little or no value	2. It had below average value	3. It had above average value	4. It had a lot of value
---	---------------------------------	----------------------------------	----------------------------------	-----------------------------

4.7.2 Relevance

If all things are taken into account, the <i>Managing Stress Effectively</i> module will be relevant to the trainees' future job and personal life	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
---	------------------------	---------------	------------	---------------------

4.7.3 Improvements that should be made to the **contents** of the *Managing Stress Effectively* module (recommendations re topics that should be added, covered in more depth or dropped, ways to improve its impact, etc.)

➤ _____

4.7.4 Improvements that should be made to the **presentation** of the *Managing Stress Effectively* module (recommendations re improvements to the presenters guide, teaching media, exercises, ice breakers, examples, length of the module, time provided, etc.)

➤ _____

4.8 MODULE 4: *SUBSTANCE DEPENDENCY*

4.8.1 Value

How would you rate the overall value of the <i>Substance Dependency</i> module?	1. <i>It had little or no value</i>	2. <i>It had below average value</i>	3. <i>It had above average value</i>	4. <i>It had a lot of value</i>
--	--	---	---	------------------------------------

4.8.2 Relevance

If all things are taken into account, the <i>Substance Dependency</i> module will be relevant to the trainees' future job and personal life	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
--	-------------------------------	----------------------	-------------------	----------------------------

4.8.3 Improvements that should be made to the **contents** of the *Substance Dependency* module (recommendations re topics that should be added, covered in more depth or dropped, ways to improve its impact, etc.)

➤ _____

4.8.4 Improvements that should be made to the **presentation** of the *Substance Dependency* module (recommendations re improvements to the presenters guide, teaching media, exercises, ice breakers, examples, length of the module, time provided, etc.)

➤ _____

APPENDIX 15: THE RECRUITS' EVALUATION OF THE PRESENTATIONS

TABLE 15.1: EVALUATION OF THE PRESENTATION

Human relations component						
	n	<i>1.</i> <i>Strongly disagree</i>	<i>2.</i> <i>Disagree</i>	<i>3.</i> <i>Agree</i>	<i>4.</i> <i>Strongly agree</i>	
Subscale 7.1 Evaluation of the presenter	330	3 (0.97%)	3 (1.09%)	41 (12.58%)	282 (83.37%)	
Subscale 7.2 Evaluation of the presenters' presentation skills	338	0.5 (0.15%)	0.25 (0.07%)	38 (11.46%)	298 (88.31%)	
Subscale 7.3 Evaluation of the learning process	339	0 (0%)	1.4 (0.41%)	53 (15.87%)	283 (83.72%)	
	n	<i>1.</i> <i>Very bad</i>	<i>2.</i> <i>Bad</i>	<i>3.</i> <i>Average</i>	<i>4.</i> <i>Good</i>	<i>5.</i> <i>Very good</i>
Subscale 7.4 Evaluation of the presentation context	338	0.5 (0.15%)	0.25 (0.07%)	11.25 (3.32%)	73 (21.55%)	253 (74.91%)
Health maintenance component						
	n	<i>1.</i> <i>Strongly disagree</i>	<i>2.</i> <i>Disagree</i>	<i>3.</i> <i>Agree</i>	<i>4.</i> <i>Strongly agree</i>	
Subscale 7.1 Evaluation of the presenter	330	3 (0.97%)	3 (1.09%)	41 (12.58%)	282 (83.37%)	
Subscale 7.2 Evaluation of the presenters' presentation skills	338	0.5 (0.15%)	0.25 (0.07%)	38 (11.46%)	298 (88.31%)	
Subscale 7.3 Evaluation of the learning process	339	0 (0%)	1.4 (0.41%)	53 (15.87%)	283 (83.72%)	
	n	<i>1.</i> <i>Very bad</i>	<i>2.</i> <i>Bad</i>	<i>3.</i> <i>Average</i>	<i>4.</i> <i>Good</i>	<i>5.</i> <i>Very good</i>
Subscale 7.4 Evaluation of the presentation context	338	0.5 (0.15%)	0.25 (0.07%)	11.25 (3.32%)	73 (21.55%)	253 (74.91%)

APPENDIX 16: THE PRESENTERS' EVALUATION OF THE PRESENTATIONS

TABLE 16.1: THE PRESENTERS' EVALUATION

Human relations component						
	n	1. <i>Strongly disagree</i>	2. <i>Disagree</i>	3. <i>Agree</i>	4. <i>Strongly agree</i>	
Subscale 7.1: Evaluation of the presenter	11	0 (0%)	0 (0%)	3 (34.55%)	7 (65.45%)	
Subscale 7.2 Evaluation of the presenters' presentation skills	11	0 (0%)	0 (0%)	2 (22.75%)	8 (77.275)	
Subscale 7.3 Evaluation of the learning process	11	0 (0%)	0 (0%)	3 (34.55%)	7 (65.45%)	
	n	1. <i>Very bad</i>	2. <i>Bad</i>	3. <i>Average</i>	4. <i>Good</i>	5. <i>Very good</i>
Subscale 7.4 Evaluation of the presentation context	11	0 (0%)	0.75 (6.8%)	2 (2.5%)	5 (45.5%)	3 (27.2%)
Health maintenance component						
	n	1. <i>Strongly disagree</i>	2. <i>Disagree</i>	3. <i>Agree</i>	4. <i>Strongly agree</i>	
Subscale 7.1 Evaluation of the presenter	11	0 (0%)	0 (0%)	3 (34.55%)	7 (65.45%)	
Subscale 7.2 Evaluation of the presenter's presentation skills	11	0 (0%)	0 (0%)	2 (22.75%)	8 (77.275)	
Subscale 7.3 Evaluation of the learning process	11	0 (0%)	0 (0%)	3 (34.55%)	7 (65.45%)	
	n	1. <i>Very bad</i>	2. <i>Bad</i>	3. <i>Average</i>	4. <i>Good</i>	5. <i>Very good</i>
Subscale 7.4 Evaluation of the presentation context	11	0 (0%)	0.75 (6.8%)	2 (2.5%)	5 (45.5%)	3 (27.2%)

APPENDIX 17:
LIST OF PANEL OF EXPERTS THAT REVIEWED
THE MEASUREMENT INSTRUMENTS

1. Prof Mike Weyers	School for Psychosocial Behavioural Sciences, North-West University (Social Work Department)
2. Prof Pedro Rankin	School for Psychosocial Behavioural Sciences, North-West University (Social Work Department)
3. Prof Vera Roos	School for Psychosocial Behavioural Sciences, North-West University (Psychology Department)
4. Dr Elma Ryke	School for Psychosocial Behavioural Sciences, North-West University (Social Work Department)
5. Capt (Dr) Arnel Huisamen	South African Police Service, Social Work Services
6. Snr Supt Marili Williams	South African Police Service, Social Work Services

APPENDIX 18:
LIST OF SOCIAL WORKERS THAT WAS
INVOLVED IN THE PRESENTATION OF THE
SELF-MANAGEMENT PROGRAMME

EXPERIMENTAL GROUP	
PRETORIA BTPI	Capt (f) C Gerber Capt (f) J Diah Insp (f) A Sekgoka Sgt (f) J Moganedi Sgt (f) E Monama
OUDTSHOORN BTPI	Capt (f) W R Bezuidenhout Insp M de Beer Insp (f) M Levendal Insp (f) J Koopman
BISHO BTPI	Capt (f) V B Bongco Insp (f) V Naidoo Sgt (f) S S Niacker Sgt (f) N M Cowa
JAKKALSDANS BTPI	Capt (f) M R L Mdakane Sgt N S F Myeza

CONTROL GROUP	
Graaff-Reinet BTPI	Insp (f) A Nqumashe
Chatsworth BTPI	Insp (f) N Mtshali
Phillipi BTPI	Capt (f) M van Zyl Capt (f) L de la Cruz Insp (f) P Nyakaza

APPENDIX 19:
 PROFILE OF RECRUITS PER BASIC TRAINING
 PROVISION INSTITUTION (BTPI) - JANUARY 2005

SAPS BASIC TRAINING PROVISION INSTITUTIONS (BTPI's)	A/M	C/M	W/M	I/M	A/F	C/F	W/F	I/F	TOTAL
PRETORIA	1550	5	6	15	399	0	2	1	1978
BISHO	492	43	12	2	198	30	6	0	783
PHILLIPI	203	159	7	0	46	35	5	0	455
GRAAFF-REINET	220	4	3	0	113	6	1	0	347
OUDTSHOORN	163	98	13	1	54	40	5	0	374
CHATSWORTH	67	1	2	1	70	2	0	0	143
JAKKALSDANS	138	0	0	0	30	0	1	0	169
<i>TOTAL</i>	<i>2833</i>	<i>310</i>	<i>43</i>	<i>19</i>	<i>910</i>	<i>113</i>	<i>20</i>	<i>1</i>	<i>4249</i>

APPENDIX 20: GUIDELINES FOR AUTHORS

INSTRUCTIONS TO AUTHORS: *SOCIAL WORK/MAATSKAPLIKE WERK*

The South African journal for social work "*Social Work/Maatskaplike Werk*" (ISSN – 0037-8054) provides the following instructions to authors:

INSTRUCTIONS TO AUTHORS

The Journal publishes articles, short communications, book reviews and commentary on articles already published from any field of social work. Contributions relevant to social work from other disciplines will also be considered. Contributions may be written in English or Afrikaans. All contributions will be critically reviewed by at least two referees on whose advice contributions will be accepted or rejected by the editorial committee. All refereeing is strictly confidential. Manuscripts may be returned to the authors if extensive revision is required or if the style or presentation does not conform to the Journal practice. Commentary on articles already published in the Journal must be submitted with appropriate captions, the name(s) and address(es) of the author(s) and preferably not exceed 5 pages. The whole manuscript plus one clear copy as well as a diskette with all the text, preferably in MS Windows (Word or WordPerfect) or ASCII must be submitted. Manuscripts must be typed double spaced on one side of A4 paper only. Use the Harvard system for references. Short references in the text: When word-for-word quotations, facts or arguments from other sources are cited, the surname(s) of the author(s), year of publication and page number(s) must appear in parenthesis in the text, e.g. " " (Berger 1967:12). More details about sources referred to in the text should appear at the end of the manuscript under the caption "References". The sources must be arranged alphabetically according to the surnames of the authors. Note the use of capitals and punctuation marks in the following examples.

VOORSKRIFTE AAN OUTEURS

Die Tydskrif publiseer artikels, kort mededelings, boekbesprekings en kommentaar op reeds gepubliseerde artikels uit enige gebied van die maatskaplike werk asook relevante bydraes uit ander dissiplines. Bydraes mag in Afrikaans of Engels geskryf word. Artikels in Afrikaans moet vergesel wees van 'n Engelse opsomming van ongeveer 200 woorde. Alle bydraes sal krities deur ten minste twee keurders beoordeel word. Beoordeling is streng vertroulik. Manuskripte sal na die outeurs teruggestuur word indien ingrypende hersiening vereis word of indien die styl nie ooreenstem met die tydskrif se standaard nie. Kommentaar op artikels wat in die Tydskrif gepubliseer is, moet van toepaslike titels, die naam(name) en adres(se) van die outeur(s) voorsien wees en verkieslik nie langer as 5 bladsye wees nie. 'n Disket met die hele teks, verkieslik in MS Windows of ASCII moet die hele manuskrip en een duidelike kopie daarvan vergesel. Manuskripte moet slegs op een kant van die bladsy in dubbelspasiëring getik word. Verwysings moet volgens die Harvard-stelsel geskied. Verwysings in die teks: Wanneer woordelike sitate, feite of argumente uit ander bronne gesitueer word, moet die van(ne) van die outeur(s), jaar van publikasie, en bladsynommers tussen hakies in die teks verskyn, bv. " " (Berger, 1967:12). Meer besonderhede omtrent bronne moet alfabeties volgens die vanne van die outeurs aan die einde van die manuskrip onder die opskrif "Bibliografie" verskyn. Let op die gebruik van hoofletters en leestekens by die volgende voorbeelde.

TWO AUTHORS/TWEE OUTEURS: SHEAFOR, BW & JENKINS, LE 1982. Quality field *instruction in social work*. Program Development and Maintenance. New York: Longman.

COLLECTION/BUNDEL ARTIKELS: MIDDLEMAN, RR & RHODES, GB (eds) 1985. *Competent supervision, making imaginative judgements*. New Jersey: Prentice-Hall.

ARTICLE IN COLLECTION/ARTIKEL IN BUNDEL: DURKHEIM, E 1977. On education and society. In: KARARABEL, J & HALSEY, AH (eds) *Power and ideology in education*. New York: Oxford University Press.

JOURNAL ARTICLE/ARTIKEL IN TYDSKRIF: BERNSTEIN, A 1991. Social work and a new South Africa: Can social workers meet the challenge? *Social Work/Maatskaplike Werk*, 27(3/4):222-231.

THESIS/TESIS: EHLERS, DMM 1987. Die gebruik van statistiese tegnieke vir die ontleding van gegewens in maatskaplikewerk-navorsing. Pretoria: Universiteit van Pretoria. (M tesis).

MINISTRY FOR WELFARE AND POPULATION DEVELOPMENT 1995. Draft White Paper for Social Welfare. *Government Gazette*, Vol. 368, No. 16943 (2 February). Pretoria: Government Printer.

NEWSPAPER REPORT/KOERANTBERIG: MBEKI, T 1998. Fiddling while the AIDS crisis gets out of control. *Sunday Times*, 8 March, 18

REQUIREMENTS SET BY THE JOURNAL: *THE SOCIAL WORK PRACTITIONER-RESEARCHER*



The Social Work Practitioner-Researcher

Editorial objectives

This is an academic journal providing guidance, based on sound research, for those who practice, tutor, research or study in the field of social work and social development in South Africa and in Africa. The journal's main aim is to present the latest research and developments in disciplines of relevance to social work and social development.

General principles

It is the intention of this journal to maintain a balance between theory and practice, contributors are encouraged to spell out the practical implications of their work for those involved in social work practice and the social services in the African context.

The ethos of this journal remains that articles based on research and evidence rather than philosophical speculation are particularly welcome.

Editorial scope

The Social Worker Practitioner-Researcher is a refereed interdisciplinary journal for social workers and social service professionals concerned with the advancement of the theory and practice of social work and social development in the African context and in a changing global world. The purpose of the journal is to promote research and innovation in the practice of helping individuals, families, small groups, organizations and communities to promote development and human well-being in a society. Social work and social service practice includes deliberately designed intervention programmes to address contemporary social problems and issues including social policy. The journal is committed to the creation of empowered, humane, just and democratic societies.

Manuscripts that would be appropriate are: (1) Conceptual analyses and theoretical presentations; (2) literature reviews that provide new insights or new research questions, (3) manuscripts that report empirical work. Topics that will be considered – but are not limited to – the following: lifespan, populations at risk, poverty, livelihoods, anti-discriminatory practice, service delivery systems, development management, social security, human rights, and community based development, comparative health and mental health, education, urban and rural development, civic service, voluntarism, civil society, social movements and social change.

The reviewing process

Each manuscript is reviewed by the Editor and Editorial Board. If it is judged suitable for this journal, it is sent to two reviewers for blind peer-review. Based on their recommendations, the editorial committee decides whether the manuscript should be accepted as is, revised or rejected.

Manuscript requirements

Manuscripts should be submitted as electronic attachments to the Editor: wam@lw.rau.ac.za in Word format. All authors should be shown and the author should not be identified anywhere in the article.

As a guide, articles should be between 4 000 and 6 000 words (10 to 15 pages) in *length*. A *title* of not more than ten words should be provided. An *autobiographical note* should be supplied including name, affiliation and e-mail address. A *structured abstract* must be included under 4-6 sub-headings: Purpose; Methodology; Findings; Research limitations/implications (if applicable); Practical implications (if applicable); and the originality/value of the paper. Maximum is 250 words. In addition, provide up to six *keywords*, which encapsulate the principle topics of the paper. Categorise your article under one of these *classifications*: research paper; viewpoint; technical paper; conceptual paper; case study; literature review or general review.

Where there is a *methodology* it should be described under a separate heading. *Headings* must be short, clearly defined and not numbered. Notes should only be used if absolutely necessary and must be identified in the text by consecutive numbers, enclosed in square brackets and listed at the end of the article.

All *figures* (tables, diagrams and line drawings) should be submitted in both electronic form and hard copy originals. Figures should be of clear quality, black and white and numbered consecutively with arabic numerals.

Electronic figures should be copied and pasted or saved and imported from the origination software into a blank Microsoft Word document. Figures created in MS PowerPoint are also acceptable. Acceptable standard image formats are: .eps, .pdf, .ai and .wmf. If you are unable to supply graphics in these formats then please ensure that they are .tif, .jpg, .bmp, .pcx, .pic, .gif or .pct at a resolution of at least 300 dpi and at least 10cm wide.

In the text of the paper the preferred position of all figures should be indicated by typing on a separate line the words "Take in figure (No)". Supply succinct and clear captions for all figures.

Tables must be numbered consecutively with roman numerals and a brief title. In the text, typing on a separate line the words "Take in Table IV" should show the position of the table.

References to other publications must be in Harvard style and checked for completeness, accuracy and consistency. You should include all authors' names and initials and give any journal title in full.

You should cite publications in the text: (Adams, 1997) using the first named author's name. At the end of the paper a reference list in alphabetical order should be supplied.

Books: last name, initials, (year), *title of book*, publisher, place of publication, e.g. Swanepoel, H. and De Beer, F. (1996) *Community Capacity Building*, Johannesburg: Thomson Publishing.

For book chapters: last name, initials, (year), "chapter title", editor's last name, initials, *title of book*, publisher, place of publication, pages, e.g. Boulton, B.E. (1998), "Adoption", in Bezuidenhout, F.J. (Ed.), *A reader in selected social issues*, Pretoria: van Schaik Publishers, Second Edition, 41-52.

For journals: last name, initials, (year), "title of article", *Journal name*, volume, number, pages, e.g. Mda, C. J. (2004), "Population ageing and survival challenges in rural Ghana", *Journal of Social Development in Africa*, Vol. 19 No. 2, 90-112.

For electronic sources: If available online the full URL should be supplied at the end of the reference.

Final submission of the article

Once accepted for publication, the final version of the manuscript must be provided, accompanied by a 3,5 disk. Alternatively, the final version can be sent as an attached file to an e-mail.

REQUIREMENTS SET BY THE JOURNAL:
SOCIAL WORK & SOCIETY

**Social Work
& Society**

The International Online-Only Journal
ISSN : 1613-8953

<http://www.socwork.net/guidelinesforauthors.html>

Information for Authors

Social Work & Society is a new online-only journal that is not distributed in hard copy.

Social Work & Society provides easy access to a worldwide forum on social work for all who are interested in social work and its relationship to society

Social Work & Society is open to a wide range of participants: Practitioners in social work, researchers, service users, students, social work educators and politicians interested in social welfare issues.

Social Work and Society is an international journal using English as a standard language. Articles, papers, and reports will primarily be published in English. Publication in other languages is possible.

Authors, activists and readers interested in matters of social work, social welfare and social policy are welcome to submit contributions of various kinds: articles, scholarly papers, comments, book reviews, announcements and miscellaneous information. If you submit papers in a language other than English we ask you to please provide a detailed abstract in English of about 400-500 words.

Articles (5000 - 8000 words)

SW&S is happy to receive papers on topics concerning social work and society from all fields of social work, social welfare and social policy. Once articles are submitted they will be peer-reviewed by at least two referees. There will be a feedback of the comments of the referees to the authors by the paper editor who will make the final decisions about publication, revision/resubmission or rejection of articles.

Guidelines for authors of Articles

Articles submitted for publication must not be under consideration for publication elsewhere. Permission to reproduce copyright material must have been obtained by the author.

Articles may be submitted in any language represented by the editorial board. Submissions in languages other than English need an English summary of 400-500 words. If the paper is accepted, authors are normally asked to submit an English version. The electronic form of publishing will also allow the publication of the final version of the paper in its original language.

The manuscript

All manuscripts should be typed double spaced throughout in A4-format. Pages should be numbered serially. Authors are asked not to use foot notes extensively, and not to use end notes. If possible, please do not use more than two levels of sub-headings in order to divide the text and structure the paper for the convenience of the reader.

References

Authors are asked to pay particular attention to the correct presentation of references. References should follow the Harvard system. Within the text, they should be indicated by author and year of publication in parenthesis, e.g. Walsh (1995), or (Ahrne 1990, 95-107). Publications of the same year and the same author(s) should be cited as (1995a; 1995b). In case of more than two authors the reference within the text should be Walsh et al. (1996) or (Ahrne et al. 1992, 195-207)., whereas in the

reference list all authors should be included. The reference should appear at the end of the text and include solely the literature quoted in the text. The reference list needs to follow the alphabetical order and in case of citing several papers by the author follow the chronological order.

Please use the following style for the referencing of books, book chapters and journal articles:

Fabricant, M. B. and Fisher, R. (2002) *Settlement Houses under Siege. The Struggle to Sustain Community Organizations in New York*. New York, Columbia UP

Beresford, P. and Wilson, A. (1998) Social Exclusion and Social Work: Challenging the Contradictions of Exclusive Debate, in: Barry, M. and Hallett, C. (eds.) *Social Exclusion and Social Work*. Lyme Regis, Russell House, 85-96

Hasenfeld, Y. (2000) Organizational Forms as Moral Practices: The Case of Welfare Departments, in: *Social Service Review*, 3, 329-351

For further guidelines concerning referencing (esp. electronic documents) please refer to:

<http://www.lmu.ac.uk/lss/lr/docs/harvfron.htm>

Summary and Keywords

Submissions of papers need to include a summary of the paper of 100 to 200 words and five keywords for the annual subject index.

Tables and Figures

Tables and figures should be provided in .rtf, word- and .gif, .jpg, or tiff format

Copyright

Authors need to assign copyright for publication to SW&S.

ALL REFERENCES

- ACADEMIC SERVICES. 2000. *Teaching feedback questionnaires*. Potchefstroom: Potchefstroom University for CHE.
- AKADE, A. 2001. Risky business: South African youths and HIV/AIDS prevention. *Education Studies*, 27(3):237-256.
- ALPER, S. 2002. Is stress nibbling away at your bottom line? *Link & Learn eNewsletter*, November. [Web:] http://www.linkageinc.com/company/news_events/link_learn_englishletter/archive/2002/11_02_stresspt1_alper.aspx [Date accessed: 3 April 2005].
- ASK AFRICA. 1997. *South African Police Service: Social Work Services needs assessment: research report*. Pretoria: SAPS.
- AUERBACH, S.M. & GRAMLING S.E. 1998. *Stress management: psychological foundations*. London: Prentice-Hall Inc.
- BABBIE, E. 2001. *The practice of social research*. 9th ed. Belmont, Calif.: Wadsworth/Thompson Learning.
- BAGWELL, D.C. 2000. *Financial and work outcomes of credit counseling clients*. Virginia: National institute for Personal finance employee education, Virginia Tech.
- BARKER, R.I.. 1995. *The social work dictionary*. 3rd ed. Washington, D.C.: National Association of Social Workers.
- BARNES-SLATER, C. & FORD, J. 2004. *Measuring conflict: both the hidden costs and the benefits of conflict management interventions*. Mediate.com [Web:] <http://www.lawmemo.com/articles/measuring.htm> [Date accessed: 23 November 2005].
- BARSKY, A.E. 2000. *Conflict resolution for the helping professions*. United States: Wadsworth/Thompson Learning.
- BERGER, E.I., RATCHFORD, B.T. & HAINES, G.H. 1994. Subjective product knowledge as a moderator? Relationship between attitudes and purchase intentions for a durable product. *Journal for Experimental Psychology*. 15(2):301-314, June.
- BRAMSON, R. 2001. *Assertiveness skills and dealing with difficult people*. [Web:] <http://www.whatsdrivingyou.org/resources/readingroom/assertiveness.html>. Date accessed: 5 September 2005].
- BRIDGEFIELD GROUP. 2006. *Return on investment (ROI)*. [Web:] <http://www.bridgefieldgroup.com/glos8.htm> [Date accessed: 16 May 2006].
- BRIDGEFIELD *see* BRIDGEFIELD GROUP.
- BRISTOL STRESS AND HEALTH AT WORK STUDY. 2000. *The scale of occupational stress*. London: HSE Books.

- BROOKS, D.K.J. 1984. *A life-skills taxonomy: defining elements of effective functioning through the use of the Delphi technique*. Ann Arbor: UMI Dissertation Services.
- BRYMAN, A. 2003. *Triangulation*. [Web:] <http://www.referenceworld.com/sage/socialscience/triangulation.pdf> [Date accessed: 13 September 2003].
- BSIHS *see* Bristol Stress and Health at Work Study.
- BUSH, R.B. & FOLGER, J.P. 1994. *The promise of mediation: Responding to conflict through empowerment and recognition*. San Francisco: Jossey-Bass Publishers.
- CARTWRIGHT, S. & COOPER, C.L. 1997. *Managing workplace stress*. United States: Sage Publications Inc.
- CIVIL, J. 2003. *Assertiveness*. London: Spiro.
- CLOKE, K. & GOLDSMITH, J. 2000. *Resolving conflicts at work*. San Francisco: Jossey-Bass Publishers.
- COHEN, A.R., FINK, S.L., GADON, H. & WILLITS, R.D. 2001. *Effective behaviour in organisations*. New York: The McGraw Hill Companies.
- COHEN, J. 1969. *Statistical power analysis for the behavioral sciences*. New York, N.Y.: Academic Press.
- COHEN, J. 1988. *Statistical power analysis for the behavioral sciences*. 2nd ed. Hillsdale, N.J.: Erlbaum.
- CRANWELL-WARD, J. 1990. *Thriving on stress*. London: Routledge.
- CRESWELL, J.W. 2003. *Research design: qualitative, quantitative, and mixed methods approaches* (2nd Edition). Thousand Oaks: Sage Publications.
- CRONJÉ, G. & VAN DER WALT, W. 1978. *Deviancy in society*. Pretoria: University of South Africa.
- DANA MEDIATION INSTITUTE (DMI). 2001. *The Dana measure of financial cost of organizational conflict*. [Web:]<http://www.mediationworks.com/> [Date accessed: 8 Desember 2005].
- DARDEN, C.A., GAZDA, C.M. & GINTER, E.J. 1996. Life-skills and mental health counselling. *Journal of Mental Health Counselling*, 18(2):134-141, April. [In EBSCOHost: Academic Search Elite, Full display: [Web:]<http://www-sa.ebsco.com> [Date accessed: 3 May 2004].
- DAVIDOVÉ, F.A. & SCHROEDER, P.A. 1992. Demonstrating ROI of training. *Training & development*, 46 (8):70-71, August.
- DAVIS, M., FSHELMAN, E.R. & MCKAY, M. 2000. *The relaxation & stress reduction workbook*. 5th Edition. Oakland: New Harbinger Publications, Inc.
- DE VOS, A.S. 2002. Programme evaluation (*In De Vos, A.S., ed. Research at grass roots for the social sciences and human service professions*. Pretoria: Van Schaik).

- DeCENZO, D.A. & ROBBINS, S.P. 2005. *Human resource management*. New York: John Wiley & Sons.
- DMI *see* DANA MEDIATION INSTITUTE (DMI).
- DONATI, S., HAMAN, R. & MEDDA, E. 2000. Family planning KAP survey in Gaza. *Social Science & Medicine*, 50(6):841-849, March.
- DOWEIKO, H.E. 2002. *Concepts of chemical dependency*. Pacific Grove, CA: Brooks/Cole.
- DWI, RESOURCE CENTER. 2005. What does employee alcohol & drug use cost your business. [Web:] <http://www.dwiresourcecenter.org/prevention/workplace/cost.shtml> [Date accessed: 8 December 2005].
- EDELMAN, L.C. & MANDLE, C.L. 2002. *Health promotion throughout the lifespan*. Missouri: Mosby Inc.
- ELKIND, P.D. 1993. Correspondence between knowledge, attitudes, and behaviour in farm health and safety practice. *Journal of Safety Research*, 24(3):171-179, Autumn.
- ELMES, D.G., KANTOWITZ, B.H. & ROEDIGER, H.L. 2003. *Research methods in psychology*. Belmont (CA): Wadsworth/Thompson.
- FOLGER, J.P., POOLE, M.S. & STUTMAN, R.K. 2000. *Working through conflict: Strategies for relationships, groups, and organizations*. New York: Longman Inc.
- FOUCHE, C.B. & DE VOS, A.S. 2002. Quantitative research designs. (In De Vos, A.S., ed. *Research at grass roots: for the social sciences and human service professions*. Pretoria: Van Schaik).
- GABOR, P.A., UNRAU, Y.A. & GRINNELL, R. 2001. *Program-level evaluation*. (In Grinnell, R.M., ed. *Social work research and evaluation: quantitative and qualitative approaches*. 6th ed. Belmont: Brooks/Cole).
- GABRIEL, P. & LIIMATAINEN, M-R. 2000. *Mental health in the workplace*. Geneva: International Labour Office. (ISBN 92-2-112223-9)
- GARMAN, E.T. 1997. *Conference to explore issues of financial stress and worker productivity*. Science Blog. [Web:] <http://www.sciencblog.com/community/older/1997/B/199701347.html> [Date accessed: 10 January 2005].
- GIBBS, A. 1997. Focus groups. *Social research update*, March. University of Surrey.
- GINTER, E.J. 1999. David K. Brooks' contribution to the developmentally based life-skills approach. *Journal of Mental Health Counselling*, 21(3): 191-203, July.
- GOLDWASSER, D. 2001. Beyond ROI. *Training*, 38 (1):82-88, January.
- GRAVETTER, F.J. & FORZANO, L.B. 2003. *Research methods for the behavioral sciences*. Belmont, Calif.: Wadsworth/Thompson.

- GREEFF, M. 2002. Information collection: interviewing. (In De Vos, A.S., ed. *Research at grass roots: for the social sciences and human service professions*. Pretoria: Van Schaik).
- HILTON, A. 2002. Should qualitative and quantitative studies be triangulated? *International Society of Nurses*. [Web:] <http://www.isncc.org/news/triangle.htm> [Date accessed: 15 September 2003].
- HOEL, H., SPARKS, K. & COOPER, C.L. 2004. *The cost of violence/stress at work and the benefits of a violence/stress-free working environment*. Report Commissioned by the international Labour Organization (ILO), Geneva [Web:] <http://www.workstress.net/bobby/cost.htm> [Date accessed: 23 November 2005].
- HUDSON, J. & GRINSELL, R.M. 1989. *Program evaluation*. (In Compton, B. & Galaway., eds. *Social work process*. Belmont: Wadsworth).
- HUISAMEN, P. 2003. 'n *Evaluasie van die tydsbestuur, doelwitbeplanning en probleemoplossing kapasiteitsbouprogramme van die Suid-Afrikaanse Polisiediens*. Potchefstroom: Potchefstroomse Universiteit vir CHO. (Verhandeling-MA).
- HUISAMEN, P. 2005. *Die effek van die besluitnemings- en lewensdoelkomponente van die SAPD se selfbestuur personeelkapasiteitsbouprogram*. Noordwes-Universiteit: Potchefstroomkampus. (Verhandeling-PhD).
- ICD *see* SOUTH AFRICA (Rep.) INDEPENDENT COMPLAINTS DIRECTORATE.
- ILO *see* Hoel, H., Sparks, K. & Cooper, C.L.
- ISENHART, M.W. & SPANGLE, M. 2000. *Collaborative approaches to resolving conflict*. California: Sage Publications.
- JACKSON, S.L. 2003. *Research methods and statistics: a critical thinking approach*. Belmont (CA): Wadsworth/Thompson.
- JARVIS, P. 1990. *An international dictionary of adult and continuing education*. London: Routledge.
- KEE, J.E. 2004. *Cost-effectiveness and cost-benefit evaluation*. (In Wholey, J.S., Hatry, H.P. & Newcomer, K.E. *Handbook of practical program evaluation*. 2nd ed. San Francisco, Calif.: Jossey-Bass).
- KIRKPATRICK, D. 1998. *Evaluating training programs: the four levels*. San Francisco: Barret-Koehler Publishers.
- KRUGER, J.W. 2001. 'n *Impakestudie van 'n lewensvaardigheidsprogram gerig op gemeenskap/persoonsverryking deur die uitbouing van selfkennis*. Johannesburg: RAU. (Verhandeling – MA)
- LEE, D. 1997. *Employee stress: the true cost*. *John Liner Review*, 11(3):33-38.
- MARK, R. 1996. *Research made simple: a handbook for social workers*. London: Sage.

- McCANN, T.V. & SHARKEY, R.J. 1998. Educational intervention with international nurses and changes in knowledge, attitudes and willingness to provide care to patients with HIV/AIDS. *Journal of Advance Nursing*, 27:267-273.
- McCORMACK, B. & HILL, E. 1997. *Conducting a survey: the SPSS workbook*. London: Thompson.
- MEYER, M., OPPERMAN, C. & DYRBYT, C. 2003. *Measuring ROI in training*. Randburg: Knowres Publishing.
- MITCHELL, C. & BANKS, M. 1996. *Handbook of conflict resolution: the analytical problem-solving approach*. London: Pinter.
- MITCHELL, C.M. & KAUFMAN, C.E. 2002. Structure of knowledge, attitudes, and behaviour among American Indian young adults. *AIDS Education and Prevention*, 14:401-408.
- MITCHELL, W.A. 2005. *Editorial: The value of evaluation*. *Social Work Practitioner-Researcher/Maatskaplikewerk Navorsers-Praktisyn*, 17(2):i-ii.
- MOONEN, J. 2003. Simplified return-on-investment. *Interactive learning environments*, 11(2):147-165.
- NELSON-JONES, R. 1991. *Lifeskills: a handbook*. London: Dotesios.
- NORTH-WEST UNIVERSITY. 2005. *Yearbook*. Potchefstroom: North-West University.
- ORREN, C. 2004. *An EAP impact and cost benefit analysis at a South African national organization*. Pretoria: University of Pretoria. (Dissertation-MA).
- PATTON, M.Q. 2002. *Qualitative research & evaluation methods*. London: Sage.
- PHILLIPS, P.P. 2002. *The bottomline on ROI*. Atlanta: CEP Press.
- POCOCK, S.J., ASSMANN, S.F., ENOS, L.E. & KASTEN, L.F. 2002. Subgroup analysis, covariate adjustment and baseline comparisons in clinical trial reporting: current practice and problems. *Statistics in medicine*, 21:2917-2930.
- POLICE SOCIAL WORK SERVICES *see* SOUTH AFRICA (Rep.), POLICE SOCIAL WORK SERVICES.
- PSWS *see* SOUTH AFRICA (Rep.), POLICE SOCIAL WORK SERVICES.
- QUICK, J.C., QUICK, J.D., NELSON, D.L. & HURRELL, J.J. 1998. *Preventative stress management in organizations*. United States: American Psychological Association.
- RANKIN, P. 2005. *Evaluation of social work intervention programmes: principles and procedures*. (Paper presented at the 5th International Conference on Evaluation for Practice, 13 - 14 July, University of Huddersfield, United Kingdom).
- ROBBINS, S.P. 1984. *Management: concepts and practices*. Englewood Cliffs: Prentice-Hall.

- ROBBINS, S.P., ODENDAAL, A. & ROODT, G. 2004. *Organisational Behaviour: Global and Southern African Perspectives*. South Africa: Pearson Education.
- ROOTH, E. 2000. *An investigation of the enhanced relationship between participants in lifeskills courses and the environment*. Pretoria: Human Sciences Research Council.
- ROSS, R.R. & ALTMAIER, E.M. 1994. *Intervention in occupational stress: a handbook of counselling for stress at work*. London: Sage Productions.
- S.A. HEALTH SYSTEMS TRUST. 2005. *Health statistics*. [Web:] <http://www.hst.org.za/> [Date accessed: 24 September 2005].
- SACENDU see South African Community Epidemiology Network on Drug Use (SACENDU)
- SAPS see SOUTH AFRICA (Rep.), SOUTH AFRICAN POLICE SERVICE.
- SARANTAKOS, S. 1998. *Social Research*. South Yarra (Australia): MacMillan.
- SAS INSTITUTE INC., 1999. *The SAS System for Windows Release 8.02 TS Level 02M0* Copyright© 1999-2001 by SAS Institute Inc., Cary, N.C.: USA.
- SELYE, H. 1956. *Stress for life*. New York: Mc-Graw Hill.
- SHEPHERD, C. 2005. *Learning Object Design Assistant*. [Web:] <http://www.fastrak-consulting.co.uk>. [Date of use: 15 April 2005].
- SORENSEN, S. 2005. *Understanding assertiveness*. [Web:] <http://www.mental-health-today.com> Date accessed: 5 September 2005].
- SOUTH AFRICA (Rep.), INDEPENDENT COMPLAINTS DIRECTORATE. 2005. *Annual Report: 2004/05*. Pretoria: Government Printer. (ISBN 0-621-35951-3)
- SOUTH AFRICA (Rep.), POLICE SOCIAL WORK SERVICES. 2001. *Annual Report, 1 April 1999 - 31 March 2001*. Pretoria: SAPS.
- SOUTH AFRICA (Rep.), POLICE SOCIAL WORK SERVICES. 2004^a. *Life skills*. Pretoria: SAPS.
- SOUTH AFRICA (Rep.), POLICE SOCIAL WORK SERVICES. 2004^b. *Substance Dependency module*. Pretoria: SAPS.
- SOUTH AFRICA (Rep.), SOUTH AFRICAN POLICE SERVICE. 2005. *Annual report: 2004-2005*. Pretoria: Government Printer.
- SOUTH AFRICA (Rep.), SOUTH AFRICAN POLICE SERVICE. 2004. Training prospectus. Pretoria: SAPS. [Web:] http://www.is.org.za/training/prospectus/vision_mission.htm [Date accessed: 18 October 2005].
- SOUTH AFRICAN COMMUNITY EPIDEMIOLOGY NETWORK ON DRUG USE (SACENDU). 2005. *Alcohol and drug abuse trends: January 2004 – June 2005 (phase 16-18)*. [Web:] <http://www.sahealthinfo.org/admodule/sacendu.htm> [Date accessed: 17 February 2006].

- SPATZ, C. 2001. *Basic statistics: tales of distributions*. Belmont (CA): Wadsworth/Thompson Learning.
- STEYN, H.S. 1999. *Praktiese beduidenheid: die gebruik van effekgroottes*. (Wetenskaplike Bydraes, Reeks Natuurwetenskappe nr. 117. Potchefstroom: Publikasiebeheer Komitee, PU vir CHO).
- STEYN, H.S. 2000. Practical significance of the difference in means. *Journal of Industrial Psychology*, 26(3):1-3.
- STRYDOM, H. 1999. *Maatskaplikewerk-navorsing*. Potchefstroom: PU vir CHO. (Diktaat D134/99)
- STRYDOM, H. 2005. Sampling and sampling methods. (In De Vos, A.S., ed. *Research at grass roots*. 3rd ed. Pretoria: Van Schaik).
- STRYDOM, H. & DE VOS, A.S. 1998. Sampling and sampling methods. (In De Vos, A.S., ed. *Research at grass roots: a primer for the caring professions*. Pretoria: Van Schaik).
- STRYDOM, H. & VENTER, L. 2002. Sampling and sampling methods. (In De Vos, A.S., ed. *Research at grass roots: for the social sciences and human service professions*. Pretoria: Van Schaik).
- STUTTERHEIM, E. & MORUANE, S. 2002. The repositioning of social work in the South African Police Service (Weyers, M.L., ed. *Repositioning social work within a changing environment: a collection of papers presented at the 2002 National Conference of the Joint University Committee for Social Work*. Potchefstroom: School for Psychosocial Behavioural Sciences, PU for CHE).
- STUTTERHEIM, E. & WEYERS, M.L. 2002. Strengths-focused intervention: the new approach of the Social Work Service of the South African Police Service (SAPS). *Social Work/Maatskaplike Werk*. 40(1):1-14.
- TECHNICAL LANGUAGE COMMITTEE. 1995. *The new dictionary for social work*. Cape Town: Government Printing Works.
- THOMPSON, N. 2002. *People Skills*. 2nd ed. New York: Palgrave MacMillan.
- TURNER LEARNING. 2005. *Glossary of economic terms*. [Web:] www.turnerlearning.com/efts/bball/econglos.htm [Date accessed: 17 July 2005].
- UIUC *see* University of Illinois at Urbana-Champaign.
- UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN, COUNSELING CENTRE. 2005. *Self-help brochures: Assertiveness*. [Web:] <http://www.couns.uiuc.edu/Brochures/assertiv.htm> [Date accessed: 18 October 2005].
- VAN WORMER, K. & DAVIS, D.R. 2003. *Addiction treatment: a strengths perspective*. Canada: Thompson Learning Inc/ Brooks/Cole.
- WAINRIGHT, D. & CALNAN, M. 2002. *Work stress: the making of a modern epidemic*. Great Britain: St Edmundsbury Press.

- WEINREICH, N.K. 1999. *Research in the social marketing process*. [Web:] <http://www.social-marketing.com/process.html> [Date accessed: 18 October 2001].
- WEISS, C.H. 1998. *Evaluation*. 2nd ed. Upper Saddle River, N.J.: Prentice-Hall.
- WEITEN, W. & LLOYD, M.A. 2000. *Psychology applied to modern life: adjustment at the turn of the century*. 6th ed. United States: Wadsworth/Thompson Learning.
- WELMAN, J.C. & KRUGER, S. J. 2003. *Research Methodology*. 2nd ed. Cape Town: Oxford University Press Southern Africa.
- WEYERS, M.L. ed. 2004. *The evaluation of the personnel capacity building programme (EPCaP) research project 2001-2004: progress report to the South African Police Service and the North-West University*. Potchefstroom: North-West University.
- WEYERS, M.L. 2005. The ROI way out: *An exploration of the use of return on investment (ROI) analyses in social work training and practice*. Paper presented at the Association of South African Social Work Education Institutions (ASASWEI) conference, 6-7 September 2005, Stellenbosch, South Africa (hosted by the Department of Social Work, Stellenbosch University).
- WHO *see* WORLD HEALTH ORGANIZATION.
- WIKIPEDIA. 2005. *Productivity*. [Web:] <http://en.wikipedia.org/wiki/Productivity>. [Date accessed: 17 Julie 2005].
- WILLIAMS, H.M. 2003. *An evaluation of the managing stress effectively personnel capacity building programme of the South African Police Service*. Potchefstroom: PU for CHE. (Dissertation-MA).
- WILLIAMS, S. 1994. *Managing pressure for peak performance: the positive approach to stress*. London: Kogan Page.
- WORKING PARTY ON DEVELOPMENT COOPERATION AND ENVIRONMENT. 1999. *Environment communication: applying communication tools towards sustainable development*. Paris: OECD Publications.
- WORLD HEALTH ORGANIZATION. 2003. *Investing in mental health*. Geneva: Department of Mental Health and Substance Dependence, Noncommunicable Diseases and Mental Health. (ISBN 92-4-156257-9)
- WORLD HEALTH ORGANIZATION. 2004. *Global Status Report on Alcohol 2004*. Geneva: Department of Mental Health and Substance Abuse. (ISBN 92-4-156272-2)
- WPDCE *see* Working Party on Development Cooperation and Environment.
- ZECHMEISTER, E.B. & POSAVEC, E.J. 2003. *Data analysis and interpretation in the behavioural sciences*. Belmont, Calif.: Thompson/Wadsworth.