DIE EFFEK VAN DIE BESLUITNEMINGS- EN LEWENSDOELKOMPONENTE VAN DIE SAPD SE SELFBESTUUR PERSONEELKAPASITEITSBOUPROGRAM

deur

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OPSOMMING

DIE EFFEK VAN DIE BESLUITNEMINGS- EN LEWENSDOELKOMPONENTE VAN DIE SAPD SE SELFBESTUUR PERSONEELKAPASITEITSBOUPROGRAM

Sleutelterme:
Besluitnemingsvaardighede, Doelwitbeplanning, Finansiële Bestuur, Lewensdoelvaardighede, Maatskaplike werk, MIV/VIGS, Opbrengs op belegging (OOB/ROI), Personeelkapasiteitsbouprogramme, Probleemoplossing, Selfkennis, Suid-Afrikaanse Polisiediens.

Agtergrond: Die Nasionale Kommissaris van die Suid-Afrikaanse Polisiediens het in 2003 opdrag gegee het dat 'n personeelkapasiteitsbouprogram deel van die basiese opleiding van al die SAPD se student-konstabels moes uitmaak. Dit het tot die ontwikkeling van die Selfbestuursprogram deur Polisie Maatskaplikewerkdienste aanleiding gegee. Dié program maak sedert Julie 2004 deel van die bemagtiging van meer as 8000 rekrute per jaar uit.

Daar is in 2004 met 'n omvattende ondersoek na die kort- en langtermyneffek van die betrokke program, asook die intervensie se algemene opbrengs op belegging (OOB/ROI) begin. In hierdie dokument sal daar egter slegs verslag gedoen word oor die resultate wat uit die meting van die program se besluitnemings- en lewensdoelkomponente verkry is.

Doelstellings: Die doel van die studie was tweeledig van aard. Dit was eerstens om die effek van die program se Finansiëlebestuurs-, Probleemoplossings-, MIV/VIGS-bewusmaking, Doelwitbeplanning en Selfkennismodules op rekrute se kennis, houding en gedrag te meet. Tweedens is die betrokke modules, asook die program as geheel, se opbrengs op belegging bepaal.

Prosedure: In die navorsing is daar van 'n klassieke eksperimentele navorsingsontwerp, asook fokusgroepe en triangulering gebruik gemaak. In die meting van elke module se effek, is gemiddeld 400 rekrute by die eksperimentele groep en 120 by die kontrolegroep betrek. Data is ook vanaf 14 aanbieders en gemiddeld 12 fokusgroeplede per module ingewin. 'n Totaal van 23 vraelyste en 'n fokusgroepskedule is vir die ondersoek ontwikkel.

Resultate: Al vyf die modules het 'n prakties betekenisvolle effek op die respondente se kennis, houding en gedrag gehad en hul persoonlike en professionele funksionering op die langtermyn verbeter. Die modules, sowel as die Selfbestuursprogram as geheel, het ook 'n baie positiewe opbrengs-op-belegging-koëffisiënt opgelewer. Dit impliseer dat die program nie net 'n effektiewe kapasiteitbou-instrument is nie, maar ook 'n finansiële bate vir die Suid-Afrikaanse Polisiediens.

SUMMARY

THE EFFECT OF THE DECISION-MAKING AND PURPOSE-IN-LIFE COMPONENTS OF THE SAPS SELF-MANAGEMENT PERSONNEL CAPACITY-BUILDING PROGRAMME

Key terms:

Decision-making, Financial management, HIV/AIDS, Personnel capacity-building programmes, Planning of goals, Problem-solving, Purpose-in-life, Return on investment, Social work, South African Police Service.

Background: In 2003, the National Commissioner of the South African Police Service gave instructions that all the new student constables should undergo a personnel capacity-building programme as part of their basic training. This led to the development of the Self-Management Programme by Police Social Work Services. This programme is, since July 2004, an integral part of the empowerment of more than 8000 recruits annually.

A comprehensive study into the short and long-term effects of the programme on recruits, as well as its overall return on investment (ROI), was started in 2004. In this document, only the results that were achieved with the measurement of the programme's decision-making and purpose-in-life components will, however, be covered.

Objectives: The study had a twofold purpose. The first was to measure the short and long-term effect of the Financial Management, Planning of Goals, Self-knowledge, Problem-solving and HIV/AIDS Awareness modules on recruit's knowledge, attitude and behaviour. It, secondly, endeavoured to measure 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 400 experimental group respondents, 120 control group members, 12 focus group participants and 14 presenters per module. A total of 23 questionnaires and a focus group schedule was designed and utilised in the generation of data.

Results: All five modules had a practical significant effect on the respondents' knowledge, attitude and behaviour and improved their personal and professional functioning considerably. The "decision-making" and "purpose-in-life" components, as well as the programme as a whole, also produced a very high return on investment. It, therefore, implies that the Self-Management Programme should be seen as both a very effective capacity-building tool and a financial asset for the South African Police Service.

AANBIEDING VAN NAVORSINGSRESULTATE

Hierdie manuskrip word in artikelformaat voorgelê in ooreenstemming met Reëls A.11.5.3 en A.11.5.4 soos vervat in die *Jaarboek* van die Noordwes-Universiteit (Potchefstroomkampus) (2005). In die formulering van die artikels is daar primêr van die inhoudsvereistes van die Suid-Afrikaanse vaktydskrifte *Maatskaplike Werk/Social Work* en *Social Work Practitioner-Researcher/Maatskaplikewerk-Navorser-Praktisyn* en van die internasionale tydskrif *Social Work & Society* (sien Addendum 23) as basis gebruik gemaak.

Toestemming is deur die mede-outeur verleen dat me. Huisamen die ingeslote manuskrip mag indien vir die doeleindes van die Ph.D.-graad. In die geval van Artikel 4 het me. H.M. Williams toegestem dat van haar navorsingsdata in die berekening van die Selfbestuursprogram se oorhoofse opbrengs op belegging (OOB) benut kon word.

AFDELING 1

DIE METODOLOGIESE VERANTWOORDING VAN DIE ONDERSOEK

1. AKTUALITEIT VAN DIE ONDERSOEK

Die Suid-Afrikaanse Polisiediens se beleid het vanaf 1994 dit begin beklemtoon dat personeellede bemagtig moes word om 'n effektiewe diens in 'n veranderende organisasie en samelewing te kan lewer. Derhalwe moes die afdeling Maatskaplikewerkdienste (PMWD) ook begin om op bemagtiging en nie net op reaktiewe terapeutiese dienste te fokus nie. Die resultaat was om die dienslewering met proaktiewe personeelkapasiteitsbouprogramme (PKBP) uit te brei. Die effek van hierdie programme is gedurende 2003 met behulp van die omvattende *"Evaluation of Personnel Capacity Building Programmes (EPCaP)"*-navorsingsprojek gemeet. Die voorlopige resultate van hierdie ondersoek het aangedui dat die programme wel 'n prakties betekenisvolle effek op die kennis, houding en gedrag van SAPD-personeel het (Weyers, 2004:vii-viii). Hierdie bevindinge, tesame met verskeie ander faktore, het daartoe aanleiding gegee dat die Nasionale Kommissaris van Polisie in 2003 opdrag gegee het dat 'n aangepaste vorm van die personeelkapasiteitsbouprogramme deel van die basiese opleiding van al die SAPD se student-konstabels moes uitmaak. Dit is die onderhawige ondersoek se basiese oogmerk om die effek en opbrengs op belegging (OOB/ROI) van twee komponente van dié nuwe program te meet.

Die Nasionale Kommissaris se opdrag het daartoe gelei dat verskeie werkgroepe gedurende September 2003 saamgestel is om die benodigde nuwe intervensie te ontwikkel. Die resultaat was die sogenaamde *"Selfbestuursprogram/Self-Management Programme"* (voortaan soms verkort met "program"). Die nuwe program het die reeds bestaande, generiese personeelkapasiteitsbouprogramme as basis gebruik, maar die inhoud en aanbieding is aansienlik aangepas om aan die eiesoortige behoeftes en omstandighede van student-konstabels te voldoen. Dit bestaan uit nege modules wat geskryf is om aan die vereistes van die South African Qualifications Authority (SAQA) te voldoen en word oor 'n tydperk van vyf werksdae in die vorm van werkswinkels ("workshops") aangebied. Dit maak sedert Julie 2004 Tema 3 van die SAPD se Basiese Opleidingsprogram vir student-konstabels uit en sal voortaan twee maal per jaar (Julie en Januarie) tydens elke inname van nuwe rekrute aangebied word. Die temas wat daartydens aangespreek en die aanbiedingsprosedures wat gevolg word, vereis die vakkundige kennis en vaardighede van 'n maatskaplike werker.

Die oorhoofse doel van die Selfbestuursprogram is om student-konstabels te bemagtig met al die vaardighede wat nodig is om beide 'n gebalanseerde werknemer te wees sowel as om 'n professionele diens aan die gemeenskap te lewer. Die uitkomste van die program is soos volg geformuleer:

> *"On completion of the module the learner will be able to:*
> - *behave in a professional and responsible manner that is acceptable to the community and the organization*
> - *adhere and practice human relations, customer service and organizational criteria in improving the image of the organization*
> - *participate in organized group activities"* (SAPS, 2004[d]:iii).

Die Selfbestuursprogram se nege modules kan aan die hand van Brooks se taksonomie van lewensvaardighede (Brooks, 1984:359-381; Darden & Gazda, 1996:3-5, Ginter, 1999:191-203) in vier kategorieë of komponente verdeel word, naamlik:

- Komponent 1: Interpersoonlike vaardighede (Afkorting: IIV)

- Konflikhantering (Module 4)
- Selfgelding (Module 5)

- Komponent 2: Gesondheidsinstandhoudingsvaardighede (Afkorting: GIV)
  - Stresbestuur (Module 7)
  - Substansafhanklikheid (Module 8)
- Komponent 3: Besluitnemingsvaardighede (Afkorting: BV)
  - Finansiële Bestuur (Module 1)
  - Probleemoplossing (Module 6)
  - MIV/VIGS-bewusmaking (Module 9)
- Komponent 4: Lewensdoelvaardighede (Afkorting: LDV)
  - Doelwitbeplanning (Module 2)
  - Selfkennis (Module 3).

As gevolg van die omvattendheid van die betrokke Selfbestuursprogram sal daar in hierdie ondersoek slegs op twee van die komponente gefokus word. Dit is naamlik die besluitnemingsvaardighede (voortaan soms verkort met "BV-komponent") en die lewensdoelvaardighede (voortaan soms verkort met "LDV-komponent"). Die ander twee komponente word deur 'n ander navorser gedek.

Die Selfbestuursprogram met sy BV- en LDV-komponente is gedurende Julie 2004 vir die eerste keer as deel van die Basiese Opleidingsprogram aan die toe ongeveer 3000 nuutaangestelde student-konstabels aangebied. Die resultate wat hiermee en met die Januarie 2005-aanbiedings behaal is, gaan grootliks bepaal of die program in die toekoms wel 'n integrale deel van die basiese opleiding sal bly of nie. Dit is gevolglik van uiterste belang dat die lang- en korttermyneffek daarvan op student-konstabels se kennis, houdings en gedrag spoedig en op 'n wetenskaplike wyse gemeet moet word. Indien dit rekrute toerus om meer effektiewe werknemers van die Suid-Afrikaanse Polisiedienste word en bykomend 'n positiewe opbrengs-op-belegging-koëffisiënt oplewer, sal die voortbestaan daarvan verseker word. As dit egter nie die geval is nie, behoort 'n wetenskaplike ondersoek genoeg data te genereer om as basis vir die ontwikkeling van 'n alternatiewe strategie te dien.

Die basiese oogmerk van hierdie ondersoek was om te bepaal of die BV- en LDV-komponente van die Selfbestuursprogram wel hul gespesifiseerde uitkomste realiseer. Ten einde hierdie oogmerk te kan bereik moes die volgende vier navorsingsvrae beantwoord word:

- Tot watter mate voldoen die BV- en LDV-komponente van die Selfbestuursprogram aan die vereistes wat in die teorie aan sodanige intervensies gestel word?
- Wat is die twee komponente se lang- en korttermyneffek op student-konstabels se kennis, houdings en gedrag (KHG/KAB)?
- Wat is die komponente se opbrengs-op-belegging-koëffisiënt?
- Op welke wyse kan die komponente en die Selfbestuursprogram as geheel verbeter word?

2. DOELSTELLINGS EN DOELWITTE

In die ondersoek sal twee afsonderlike, maar ook interafhanklike doelstellings nagestreef word, naamlik om die effek *en die* opbrengs op belegging *van die besluitnemings- en lewensdoel-komponente van die Selfbestuursprogram te meet*

Ten einde bogenoemde doelstelling te bereik is die volgende doelwitte nagestreef:

- om via 'n literatuurstudie en inhoudsanalise te bepaal of die betrokke komponente van die Selfbestuursprogram aan die generiese vereistes vir sodanige intervensies voldoen;
- om met behulp van 'n empiriese ondersoek die kort- en langtermyneffek van die komponente op student-konstabels te meet;
- om met behulp van 'n opbrengs-op-belegging(OOB)-analise te bepaal of die betrokke programkomponente waarde tot die SAPD toegevoeg; en
- om, aan die hand van die resultate van die teoretiese en empiriese ondersoek, riglyne vir die verbetering van die komponente en die program as geheel daar te stel.

3. HIPOTESE

In die onderhawige ondersoek sal twee hipoteses getoets word, naamlik:

- dat die besluitnemings- en lewensdoelkomponente van die Selfbestuursprogram 'n prakties betekenisvolle effek op SAPD-lede se kennis, houdings en gedrag het; en
- dat die twee komponente oor 'n positiewe opbrengs-op-belegging-koëffisiënt beskik.

4. AFBAKENING VAN DIE ONDERSOEK

Die afbakening van die ondersoek het op drie wyses geskied. Dit is naamlik in terme van die modules wat ingesluit is, die ondersoekgroepe wat betrek is en die tydperk wat gedek sou word.

In hierdie ondersoek is daar op vyf van die nege modules van die Selfbestuursprogram gelet. Die betrokke modules is as 'n gegewe aanvaar en is dus nie voor die afhandeling van die navorsing enigsins aangepas of verander nie. Hierdeur is daar, onder andere, verseker dat dieselfde entiteit deurlopend getoets word.

In die ondersoek het die universum bestaan uit al die student-konstabels wat gedurende Januarie 2005 die SAPD se Basiese Opleidingsprogram by al die organisasie se opleidingsvoorsieningsinstansies (kolleges) deurloop het. Daar is van gestratifiseerde ewekansige steekproeftrekking (vgl. Strydom, 2005:200) gebruik gemaak om beide die eksperimentele en kontrolegroepe te trek (sien individuele artikels vir besonderhede). In 'n opvolgondersoek is daar van 'n beskikbaarheidsteekproef gebruik gemaak om lede vir fokusgroepe te mobiliseer.

5. METODE VAN ONDERSOEK

In die hieropvolgende uiteensetting sal daar slegs oorhoofs op die aard van die navorsingsontwerp en –proses gelet word. Meer volledige besonderhede oor die ondersoekgroepe, meetinstrumente en verwante aangeleenthede sal in die drie artikels - wat die kern van die navorsingsverslag uitmaak - vervat word.

5.1 NAVORSINGSONTWERP

Daar is van die klassieke eksperimentele navorsingsontwerp gebruik gemaak vir die meting van die modules se korttermyneffek. Dié ontwerp staan ook bekend as die "randomised pretest-posttest control

group design" (Fouche & De Vos, 2002:147). Dit is aangevul deur 'n meer verkennende en beskrywende ondersoek waarin daar van fokusgroepe gebruik gemaak is om die langtermyneffek van die modules te bepaal.

Die wyse waarop die voorafgaande in die onderhawige ondersoek vergestalt is, word vervolgens oorhoofs in oënskou geneem. Meer spesifieke besonderhede sal in elk van die artikels vervat word.

5.2 NAVORSINGSPROSEDURE

Die navorser se direkte betrokkenheid by die ontwikkeling en verifiëring van die aanvanklike generiese personeelkapasiteitsbouprogramme (Huisamen, 2004:4) en die ontwerp van die nuwe Selfbestuursprogram, kan tot 'n groot mate as die voorondersoekfase beskou word (vgl. Strydom, 1999:47). Dit het as 'n oriëntering tot die navorsingsterrein gedien en met die afbakening van die ondersoek meegehelp (vgl. Vaktaalkomitee, 1995:67).

Omdat die gekose modules van die Selfbestuursprogram as 'n gegewe aanvaar kon word, is daar onmiddellik met die verifiëring van die betrokke komponente begin. Die aard van hierdie stap, asook die vier verdere stappe wat daarop volg, word vervolgens kortliks in oënskou geneem.

5.2.1 Stap 1: Literatuurstudie

Om meer agtergrondinligting van die modules te bekom en veral met die formulering van die meetinstrumente te help, is daar eerstens 'n omvattende literatuurstudie onderneem. Dit het aspekte gedek soos die kenmerke, eienskappe en vereistes van personeelkapasiteitsbouprogramme en die mate waartoe die inhoud van die besluitnemings- en lewensdoelkomponente hieraan voldoen. Die vereistes waaraan programaanbiedings en –meting moet voldoen en die aard van opbrengs-op-belegging (OOB/ROI)-ondersoeke is ook by hierdie studie ingesluit.

Die bronne wat geraadpleeg is, het SAPD-dokumentasie oor beleid en aanverwante aangeleenthede, asook boeke en tydskrifte van Suid-Afrikaanse en buitelandse oorsprong ingesluit. Verder is toepaslike internetgebaseerde databasisse en bronne en literatuur vanuit ander verwante terreine soos personeel- en finansiële bestuur, gemeenskapspolisiëring, kriminologie en psigologie geraadpleeg.

In die identifisering van toepaslike bronne is daar veral van die volgende databasisse gebruik gemaak:

- NEXUS - RGN se databasis oor lopende en afgehandelde navorsing in Suid-Afrika vanaf 1969
- RSAT - Repetorium van Suid-Afrikaanse tydskrifartikels vanaf 1987
- Social Sciences Index
- Social Work Abstracts
- Psychlit - Sielkunde databasis vanaf 1987
- ERIC - Educational Resources Information Center
- Katalogus - Ferdinand Postma Biblioteek, Noordwes-Universiteit

5.2.2 Stap 2: Ontwerp en toetsing van die meetinstrumente

Die tweede stap het bestaan uit die ontwerp en toetsing van die vraelyste en skale wat tydens die ondersoek gebruik sou word. Om die betroubaarheid en geldigheid van die betrokke instrumente te verhoog is die volgende prosedure gevolg:

- Konsep KHG-vraelyste is eerstens aan die hand van die literatuurstudie en programanalise opgestel.
- Om die gesigsgeldigheid van dié vraelyste (vgl. McBurney, 2001:128) en veral die verstaanbaarheid van individuele vrae te bepaal is dit aan vyf leke-evalueerders voorgelê. Dié respondente is persoonlik deur die navorser gewerf en het uit twee polisie-konstabels, 'n polisie-maatskaplike werker, 'n onlangse skoolverlater en 'n Afrikaans onderwyser bestaan (sien Addendum 20a). Hul kommentare is gebruik om onduidelikhede in vraagformulerings uit te skakel.
- Ten einde die gesigsgeldigheid van die vraelyste verder te verhoog is dit daarna aan 'n paneel van vyf deskundiges voorgelê. Die paneel het uit drie maatskaplikewerkdosente, een psigologiedosent en 'n maatskaplike werker van SAPD-hoofkantoor (wat ook die oorhoofse koördinator van die Selfbestuursprogram is), bestaan. Die betrokkenes se insette is gebruik om die vraelyste finaal vir die loodsondersoek voor te berei.
- Om die instrumente se inhouds- en kriteriumgeldigheid (vgl. Creswell, 2003:157-8; Jackson, 2003:44-5) nog verder te verhoog is die KHG-vraelyste vanaf 26 tot 30 Julie 2004 tydens 'n omvattende loodsondersoek getoets. Twee pelotonne elk van die Oudtshorn- en Pretoria-Opleidingskolleges (gemiddeld 131 respondente per module), asook die vier aanbieders van die modules, is hierby betrek. Die data wat hiertydens gegenereer is, is aan volledige statistiese analise onderwerp. Dit het onder andere die berekening van die skale se Cronbach alpha koëffisiënt (Gravetter & Forzano, 2003:391; Jackson, 2003:42-3) vir betroubaarheid en die modules se effek ingesluit. In laasgenoemde verband is daar van Cohen se formule vir die berekening van effekgroottes ("d") (Cohen, 1988: 20-27; Steyn, 2000:1-3) gebruik gemaak.
- Die resultate wat met die loodsondersoek behaal is, is toe gebruik om die vraelyste finaal vir die hoofondersoek aan te pas.

5.2.3 Stap 3: Meting van die effek van elke personeelkapasiteitsbouprogram

Die hoofondersoek het in twee fases verloop.

Die eerste fase het gedurende 24 tot 29 Januarie 2005 plaasgevind toe die eksperimentele en kontrolegroepe op 'n gestratifiseerde ewekansige wyse geselekteer, die modules deurloop en die verskillende vraelyste voltooi het. Die betrokke aanbieders het ook hiertydens die aanbiedersevaluasievraelyste voltooi. Al die data wat ingewin is, is daarna aan intensiewe statistiese analise onderwerp.

Die tweede fase het uit die benutting van fokusgroepe bestaan. Dié groepe is gedurende Augustus 2005 (dus sewe maande ná die voltooiing van die modules) saamgestel en benut om die langtermyneffek van die besluitnemings- en lewensdoelkomponente te bepaal. Die fokusgroepe het uit gemiddeld 12 lede bestaan wat op 'n beskikbaarheidsbasis uit die universum geselekteer is. Tydens die fokusgroepsessies is daar veral op die blywende impak wat die modules op die betrokke student-konstabels se praktyk- en persoonlike funksionering gehad het, gefokus.

Ten opsigte van tas en gesag is daar van die persoonlikheid van die totale inhame van student

5.2.4. Stap 4: Bepaling van modules se opbrengs-op-belegging (OOB/ROI)-koëffisiënt

Die resultate wat met beide bene van die hoofondersoek verkry is, tesame met 'n analise van die opleiding se kostefaset, is daarna gebruik om die modules se opbrengs-op-belegging (OOB/ROI)-koëffisiënt (vgl. Davidove & Schroeder, 1992:70-71; Goldwasser, 2001:82-88; Moonen, 2003:147-165) te bepaal.

5.2.5 Stap 5: Voltooiing van navorsingsverslae

Na die interpretasie van die data is daar oorgegaan tot die skryf van die drie navorsingsartikels en die bykomende verslae.

5.3 ONDERSOEKGROEPE

Daar was gemiddel 543 respondente by die meting van elke module se effek betrokke. Dit het bestaan uit 400 lede van eksperimentele groepe, 120 lede van kontrolegroepe, die 14 maatskaplike werkers wat die programaanbiedings hanteer het en die 12 lede van fokusgroepe. Dié deelnemerskorps verteenwoordig 12.8% van die totale populasie van 4 249 rekrute wat in Januarie 2005 opleiding ontvang het (sien Addendum 21). Dit is in lyn met 'n steekproefgrootte van 10% tot 14% wat gewoonlik vir ondersoeke van dié omvang gestel word (Strydom & De Vos, 1998:192-3).

Die eksperimentele en kontrolegroepe is op 'n gestratifiseerde, ewekansige wyse geselekteer (vgl. Strydom, 1999:55,69; Zechmeister & Posavac, 2003:11). Die stratifikasie het daaruit bestaan dat die vier opleidingskolleges waaruit lede vir die eksperimentele groep getrek sou word, so verteenwoordigend as prakties moontlik van geografiese areas van Suid-Afrika moes wees. Dit sou meehelp om die demografiese kenmerke van respondente (soos bv. taal- en kultuurverspreiding) verteenwoordigend van die totale rekruut-populasie te maak. Die lede van die kontrolegroep sou dan uit die oorblywende drie opleidingskolleges, wat ook demografies verspreid moes wees, geselekteer word.

Ten opsigte van ras en geslag is daar van die personeelprofiel van die totale inname van student-konstabels van Januarie 2005 gebruik gemaak. Daar is gestreef daarna om die ondersoekgroepe so na as moontlik aan hierdie profiel saam te stel deur 18 pelotonne uit al sewe verskillende opleidingsinstansies te selekteer.

Die mate waartoe die 400 lede van die eksperimentele groepe en die 120 lede van die kontrolegroepe aan die betrokke kriteria voldoen het, word in die onderskeie artikels uiteengesit.

5.4 MEETINSTRUMENTE

Daar kon, vanweë die eiesoortige aard van die modules, nie van gestandaardiseerde skale in die ondersoek gebruik gemaak word nie. Gevolglik moes totaal nuwe meetinstrumente ontwikkel word. Om die potensiële tekortkominge, soos betroubaarheids- en metingsprobleme in die individuele meetinstrumente, te oorbrug is van triangulering gebruik gemaak.

In die ondersoek is Hilton se definisie van triangulering as uitgangspunt gebruik: Hy sien dit 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 hierdie verband is die sogenaamde

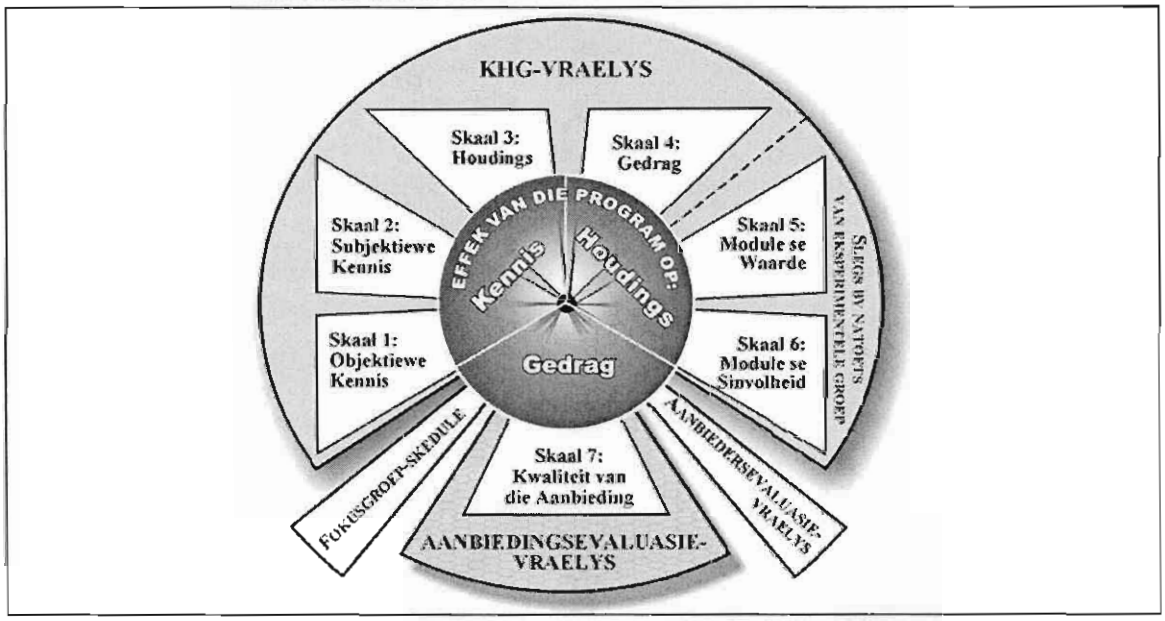
binne-metode ("within-method") (Bryman, 2003) van triangulering benut deurdat meervoudige instrumente ingespan is om dieselfde verskynsel, naamlik die effek van die modules, te meet en om die resultate met mekaar in verband te bring (Mark, 1996:220; Patton, 2002:556,559-560).

Die ondersoek het die data van ses skale sowel as die resultate van die fokusgroepe getrianguleer. Die betrokke skale en die vraelyste waarin hulle vervat is, was soos volg:

- Die *Objektiewe Kennis-, Subjektiewe Kennis-, Houdings- en Gedrag*-skale (Skale 1,2, 3 & 4) is in die KHG-vraelyste wat deur beide die eksperimentele en kontrole groepe voltooi is, vervat.
- Die *Waarde-* en *Relevansie*-skale (Skale 5 en 6) was deel van die KHG-natoetsvraelys wat net deur die eksperimentele groep voltooi is.
- die *Kwaliteit van die programaanbieding*-skaal (Skaal 7) was deel van die aanbiedingsevaluasie-vraelys wat deur die eksperimentele groep voltooi is.

Die wyse waarop die skale binne die konteks van triangulering met mekaar verband hou, word in Diagram 1 uitgebeeld. Dit bevat ook die skedule wat gebruik is om rigting aan die fokusgroepbesprekings te gee.

DIAGRAM 1: DIE SAMESTELLING VAN VRAELYSTE EN DIE WYSE WAAROP TRIANGULERING IN DIE ONDERSOEK BENUT IS



Die aard en inhoudelike van die data-insamelingsinstrumente sal vervolgens van nader beskou word.

5.4.1 Die KHG-vraelyste

Die sogenaamde KHG-vraelyste is aan die hand van die literatuurstudie en programinhoudsanalise ontwerp. Hierdie tipe analise is redelik skaars in maatskaplike werk, maar word reeds 'n geruime tyd in onder andere die gesondheids-, opvoedkundige, ekonomiese, maatskaplike bemarkings- en maatskaplike ontwikkelingsterreine se opvoedingsgerigte navorsing benut (Berger *et al.*, 1994; Mitchell & Kaufman, 2002; Donati *et al.*, 2000; WPDCE, 1999; Weinreich, 1999).

In die meting is daar van die standpunt uitgegaan dat menslike funksionering in drie dimensies verdeel kan word. Dit is naamlik die kognitiewe (denk-), affektiewe (emosionele/gevoels-) en konatiewe (gedrags-) dimensies (Thompson, 2002:xvii). Daar is ook van die beginsel uitgegaan dat die drie dimensies verwant is, maar nie noodwendig liniêre verbande toon nie. So het talle ondersoeke aangetoon dat verandering in een dimensie nie noodwendig tot verandering in 'n ander aanleiding gee nie (bv. 'n toename in kennis verander nie noodwendig houdings nie) of dat die bewerkstelliging van 'n verandering in een dimensie (bv. houdings) nie noodwendig 'n voorvereiste vir verandering in 'n ander dimensie (bv. gedrag) is nie (vgl. Akade, 2001:248-251; McCann & Sharkey, 1998: 268-9; Elkind, 1993:171).

Daar is afsonderlike vraelyste ontwerp vir die Probleemoplossings-, Finansiëlebestuurs-, MIV/VIGS-bewusmakings-, Selfkennis- en Doelwitbeplanningsmodules. Twee hiervan is op 'n voorintervensie- en na-intervensiebasis deur die eksperimentele groep voltooi, terwyl die kontrolegroep ook gedurende dieselfde tydperk twee soortgelyke vraelyste voltooi het (sien Addendums 13 tot 17). Elke vraelys het uit vier skale (MIV/VIGS-bewusmaking uit vyf skale) bestaan. Twee hiervan het op kennis ('n toetsing van kennis en 'n selfevaluasie van kennisvlakke), een op houdings en een op gedrag gefokus. Net in die geval van die MIV/VIGS-module is twee houdingskale gebruik. Die een het algemene houdings geteiken, terwyl die ander rondom gevoelens gesentreer het. In al die skale is daar van vrae met Likert-tipe uitkomste (o.a. "strongly disagree/disagree/agree/strongly agree") (Jackson, 2003:61) gebruik gemaak.

Benewens die KHG-elemente het die vraelyste wat aan die eksperimentele groep geadministreer is, ook 'n afdeling bevat om die betrokkenes se belewing van die waarde, sowel as die relevansie van elk van die temas te meet. Hierdie metings het ook deel van die triangulering van metings uitgemaak (vgl. Bryman, 2003; Hilton, 2002; Huisamen, 2004:6).

5.4.2 Die aanbiedingsevaluasievraelys

'n Aanbiedingsevaluasievraelys, wat geskoei was op 'n vraelys wat met sukses in die eerste EPCaP-ondersoek benut is (vgl. Huisamen, 2004:180-3; Williams, 2004:95-9), is ook deur lede van die eksperimentele groep voltooi. Dit het gefokus op die rekrute se evaluering van:

- die aanbieder,
- die aanbieder se aanbiedingsvaardighede,
- die leerproses,
- die konteks waarin die program aangebied is, en
- 'n aantal algemene aanbiedingskwessies.

Die betrokke vraelys is direk na afloop van die aanbieding van die modules aan lede van die eksperimentele groep geadministreer. Die oogmerk was om te bepaal of die aard en kwaliteit van die aanbieding 'n positiewe of 'n negatiewe invloed op die program se doelwitbereiking sou uitoefen.

5.4.3 Die aanbiedersevaluasievraelys

Die aanbiedersevaluasievraelys is deur die maatskaplike werkers wat die program aangebied het, voltooi. Hulle moes hul eie aanbiedingsvermoë en -vaardighede, asook die sinvolheid van die program

evalueer. Dié vraelys, wat tot 'n groot mate ooreengestem het met die aanbiedingsevaluasievraelys, het ook vir geskrewe aanbevelings vir die verbetering van die program voorsiening gemaak.

5.4.4 Die fokusgroepe

Na 'n tydperk van ongeveer sewe maande is 'n gemiddeld van 12 student-konstabels, wat die Januarie 2005-programaanbieding deurloop het, by 8 fokusgroepbesprekings betrek. Die doel hiermee was om die langtermyneffek van die modules te bepaal en veral vas te stel tot watter mate hulle dit in hul lewens en werkverrigting toegepas het. Hul response is gekategoriseer en bepaalde temas en tendense is geïdentifiseer (sien Addendums 8 tot 12). Hierdie resultate is ook in die triangulering van metings benut (sien Diagram 1).

5.5 DATAVERWERKING

Die effekmeting se statistiese data is in oorleg met Statistiese Konsultasiedienste van die Noordwes-Universiteit (Potchefstroomkampus) en met behulp van die SAS-rekenaarprogrampakket (SAS Institute Inc., 1999) geanaliseer. In die analisering was daar veral drie vrae ter sprake wat opeenvolgend beantwoord moes word. Dit was eerstens of die skale op 'n *betroubare* wyse gemeet het, tweedens of die vrae *geldig* was en derdens of *verandering* gemeet kon word. Die data wat deur die fokusgroepe gegenereer is, is in temas en tendense gegroepeer en met dié interpretasie van die statistiese data geïntegreer (sien onderskeie artikels).

5.5.1 Prosedures en formules vir die berekening van betroubaarheid

Om die *betroubaarheid* van die meetinstrumente te bepaal is die Cronbach alpha koëffisiënt (waar van toepassing verkort met "Cronbach alpha" of bloot "α") van elke skaal/subskaal bereken (Gravetter & Forzano, 2003:455). Hierin is 'n telling van 0.5 of hoër as 'n aanvaarbare betroubaarheidskoëffisiënt geneem (vgl. Jackson, 2003:87-91).

5.5.2 Prosedures vir die berekening van geldigheid

Die *gesigs-, inhouds- en kriteriumgeldigheid* van individuele vrae is vooraf met behulp van die leke-evalueerders en die paneel deskundiges bepaal (vgl. Jackson, 2003:44-5; Creswell, 2003:157-8; Elmes *et al.*, 2003:55-9). Die analise van die data wat deur die loodsondersoeke opgelewer is, kon ook vir hierdie doel aangewend word. Die resultate van die hoofondersoek moet egter as die grootste toets van hierdie faset beskou word.

5.5.3 Prosedures en formules vir die berekening van verandering/effek

Om die *verandering* te meet wat moontlik deur die modules teweeg gebring is, is daar in die ondersoek van beide inferensiële statistiek en Cohen se formule vir die berekening van effekgroottes ("d") gebruik gemaak (Cohen, 1988: 20-27; Steyn, 2000:1-3). Die motivering vir hierdie stap is soos volg:

- Omdat daar in die onderhawige ondersoek 'n ewekansige steekproef getrek is, kon die gekose rekrute as 'n subpopulasie van die beplande teikenpopulasie (die Januarie 2005-inname van student-konstabels) beskou word. Die gevolg was dat daar deur middel van inferensiële statistiek na die teikenpopulasie veralgemeen kon word (Steyn, 1999:1-2) en dat die berekening van statistiese beduidendheid (bv. p-waardes) moontlik was.

- Om vas te stel of die program/modules *in die praktyk* die kennis, houding en gedrag van SAPD-rekrute sal verander, is daar bykomend van die gestandaardiseerde verskil as effekgrootte gebruik gemaak (vgl. Gravetter & Forzano, 2003:454). Dit behels die verskil tussen die twee gemiddeldes (of gemiddeldes vanaf 'n gegewe waarde) gedeel deur die standaardafwyking (Spatz, 2001:74). Aldus Steyn (2000:3) is dit 'n natuurlike maatstaf om uitsprake van beduidendheid te kan maak.

Die eerste stap in die bepaling van die modules se effek was om die d-waardes van die skale en vrae soos wat dit op die eksperimentele groep alleen betrekking gehad het, te bereken. Hierdeur kon bepaal word watter invloed die intervensie *binne* die groep uitgeoefen het. Die formule wat hiervoor gebruik is, was die volgende:

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

Waar:

d = effekgrootte

μ_{diff} = gemiddelde verskiltelling in die eksperimentele groep (voortaan "μ_1" genoem)

σ_{diff} = standaardafwyking van verskiltellings

As tweede stap was dit nodig om te bepaal of daar prakties betekenisvolle verskille *tussen* die voor- en natoetstellings van die eksperimentele en kontrolegroepe was, oftewel in Jackson (2003:175) se woorde: "...how big a role the conditions of the independent variable play in determining scores on the dependent variable." Om dit egter te kon doen moes daar eers bepaal word of die eksperimentele groep ("e") en kontrolegroep ("c") vóór die aanbieding van die module (die onafhanklike veranderlike) genoegsaam ooreengestem het om 'n vergelyking tussen die twee moontlik te maak. Dit is gedoen deur per skaal die d-waardes van die twee groepe se voortoets-metings te bereken en dit met mekaar te vergelyk. Dié verskil moes kleiner as 0.5 wees. Normaalweg is dit net nodig om 'n kovariansie-analise te maak waar verskille groter as 0.5 voorkom. Alhoewel al die skale wat in hierdie ondersoek gebruik is se verskil kleiner as 0.5 was, is daar tog aan Pocock *et al.* (2002:2924) se aanbeveling gehoor gegee. Dié outeurs is van mening dat dit in elk geval beter is om 'n kovariansie-analise op natoetse te doen waar vir voortoetstellings gekorrigeer word as om bloot na verskille te kyk (Pocock *et al.*, 2002:2924). Die resultate van hierdie metings is in Addendums 1 tot 6 vervat.

As derde stap is daartoe oorgegaan om die "netto-verandering" te bereken wat per skaal deur die modules bewerkstellig is. Hiervoor is daar van Cohen se formule vir die berekening van effekgroottes *tussen twee groepe* gebruik gemaak. Dié formule vir d (effekgrootte) is die volgende:

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

Waar:

d = effekgrootte

μ_1 = gemiddelde verskiltelling in die eksperimentele groep (e)

μ_2 = gemiddelde verskiltelling in die kontrolegroep (c)

$\mu_1 - \mu_2$ = verskil tussen gemiddelde verskiltellings

MSE = gemiddelde kwadraatfout ("mean square error") van die ANCOVA (Cohen, 1988: 20-27; Steyn, 2000:1-3)

Die volgende riglyne geld vir die beoordeling van alle d-waardes:

- d =0.2: dui 'n klein effek aan en impliseer in die geval van nuwe navorsing dat die eksperiment of opname liefs herhaal moet word om seker te maak of daar wel 'n effek was.
- d =0.5: dui op 'n matige of medium effek wat waarneembaar is en dalk betekenisvol mag wees. 'n Beter beplande opname of eksperiment mag in sodanige gevalle moontlik meer beduidende resultate oplewer.
- d =0.8: dui op 'n groot effek wat beduidend en van praktiese belang (dus prakties betekenisvol) is.
- Omdat daar geen absolute grense tussen d-waardes bestaan nie, is dit moontlik om van konsepte soos "klein tot medium effek" en "'n baie groot effek" gebruik te maak (Cohen, 1969:22-25; Spatz, 2001:74-75; Steyn, 1999:3).

In die interpretasie van die data wat deur Skaal 5 (waarde), Skaal 6 (sinvolheid) en Skaal 7 (kwaliteit van aanbieding) opgelewer, is daar volledigheidshalwe van beide effekgrootte-analises en beskrywende statistiek gebruik gemaak. Die formule wat in eersgenoemde geval benut is, was wesentlik dieselfde as dié by die bepaling van effekgrootte binne groepe. Hier is die middelpunt van die skale egter vir μ_{diff} gebruik. Alhoewel die betrokke analises groot d-waardes opgelewer het, kan dit nie altyd as 'n baie geldige prosedure beskou word nie. Dit het gevolglik net as 'n indikator gedien dat die rekrute wel die modules se waarde, sinvolheid en aanbieding baie hoog aangeslaan het. In die artikels sal daar eerder van beskrywende statistiek soos totale, persentasies en rekenkundige gemiddeldes gebruik gemaak word om die impak van hierdie dimensies te beskryf.

5.5.4 Prosedures en formules vir die berekening van opbrengs op belegging (OOB/ROI)

Volgens Rankin (2005:5-11) is daar verskillende tipes of kategorieë van programevaluering wat verwant of oorvleuelend is. Dit sluit formatiewe evaluerings, behoeftebepalings, evalueerbaarheids-assesserings ("evaluability assessements"), programmonitering, uitkomste-evaluering en effektiwiteitsevlauasie in. Laasgenoemde kan twee vorme aanneem, naamlik koste-effektiwiteit en 'n opbrengs-op-belegging-analise. In 'n koste-effektiewe analise word die uitkomste van die intervensie gewoonlik in nie-monetêre waarde uitgedruk, terwyl laasgenoemde weer 'n voorvereiste vir 'n opbrengs-op-belegging-analise is (vgl. Kee, 2004:550). 'n Opbrengs-op-belegging-studie (return on investment/ROI study) kan beskou word as 'n gevorderde weergawe van 'n koste-effektiwiteitsanalise.

Indien Meyer *et al.* (2003:5) se siening as basis gebruik word, kan 'n OOB-studie beskou word as die wetenskaplike meting van die monetêre uitkomste wat 'n organisasie verkry uit 'n gegewe belegging in 'n dienslewering sprogram. Dit is dus die mate waartoe 'n intervensie se resultate (uitsette) sy koste (insette) oorskry. Die formule wat hierin gebruik word, is die jaarlikse netto voordele/uitkomste van die intervensie/program gedeel deur die ontwikkelings- en aanbiedingskoste. In wiskundige terme kan dit soos volg uitgedruk word:

$$OOB\ (ROI)\ (\%) = \frac{Netto\ Programvoordele\ (voordele - koste)}{Programkoste} \times 100$$

Waar:

- Netto Programvoordele =Totale voordele minus koste
- Voordele =Verbetering in die kwaliteit van dienste +arbeids- en ander besparings
- Programkoste =Direkte finansiële koste +mannekrag/tyd bestee

In die OOB-studie is die omvattende metingsraamwerk en formules wat deur Meyer *et al.* (2003) ontwikkel is, as basis gebruik. Dit is aangevul deur die formules en resultate van ander studies, asook die resultate wat uit die onderhawe meting van die modules se effek verkry is. Die meting van die program en modules se OOB het uit drie basiese stappe bestaan. Dit is naamlik die bepaling van koste wat aangegaan is, die meting of uitkomste/voordele en die berekening van die resultate. Laasgenoemde behels, benewens die bepaling van die opbrengs-op-belegging-koëffisiënt, ook die bepaling van die intervensie se netto huidige waarde ("net present value/NVP"), die periode van terugbetaling, die interne opbrengskoers ("internal rate of return/IRR") en die koste per rekruut. Die artikel sal ook elke module se kontantvloeistaat ("cash flow statement") bevat.

5.6 ETIESE ASPEKTE

Beide die Suid-Afrikaanse Polisiediens en die Noordwes-Universiteit: Potchefstroomkampus se Etiese Komitee het geskrewe goedkeuring aan die onderneming van die ondersoek verleen. Die Etiese Komitee se goedkeuring (Etiese Goedkeuringsnommer: 04K16) was gegrond op 'n bevinding dat die ondersoek aan die voorgeskrewe etiese vereistes voldoen.

Vanweë die feit dat daar in die ondersoek op die program en nie op individuele student-konstabels gefokus is nie, is daar nie met 'n sogenaamde "kliniese populasie" gewerk nie. Ten einde die deelnemers se regte te beskerm is elke potensiële deelnemer oor die aard en implikasies van die ondersoek ingelig en het hulle 'n vrye keuse gehad om daaraan deel te neem of nie. Om verder te verseker dat geen data direk met 'n individu verbind kon word nie, is daar in die vraelyste van 'n stelsel van geheime kodes gebruik gemaak. Dié geheime kodes is net aan die individuele deelnemer bekend en maak dit moontlik om die voor- en natoetvraelyste met mekaar te verbind sonder om die respondente self te identifiseer.

Aangesien die ondersoek oor kulturele grense strek, is daar gekonsentreer om geen waarde-oordele ten opsigte van kulturele aspekte te maak nie (vgl. Strydom, 2002:62-75). Deelnemers kan terugvoer oor die resultate van die ondersoek verkry via 'n navorsingsverslag wat aan die SAPD voorsien sal word, sowel as die publikasie van artikels. Die lede van die kontrolegroep het later dieselfde program as die eksperimentele groep deurloop.

6. BEGRIPSOMSKRYWING

In die navorsingsverslag is daar 'n aantal begrippe of konsepte wat deurlopend gebruik word en wat ter aanvang 'n verduideliking verg. Tensy dit uit die konteks van die aanbieding andersins sou blyk, sal die volgende konsepte deurlopend dieselfde betekenis dra.

6.1 UITKOMSTE-ANALISE

'n Uitkomste-analise ("outcome analysis"), ook soms 'n "ex-post impact assessment" (WPDCE, 1999:36) of "summative evaluation" (McBurney, 2001:351) genoem, word deur Compton & Galaway (1999:456) gedefinieer as " the measurement of program results, to determine program effectiveness". In die onderhawige geval is dit dus die somtotaal van die effek van of die verandering wat deur elk van die betrokke modules teweeggebring is.

Die kort- en langtermynuitkomste of resultate van die modules is op vier basiese wyses bepaal. Dit is naamlik via:

- die KHG (voortoets-natoets) -vraelyste
- die waardeskaal (deel van die natoets KHG-vraelyste)
- die sinvolheidskaal (deel van die natoets KHG-vraelys)
- die fokusgroepe

6.2 IMPAK-ANALISE

In die onderhawige ondersoek gaan die konsep "impak-analise" ("impact analysis") verwys na die invloed wat al die modules saam op die respondente gehad het (vgl. WPDCE, 1999:36). Dit kan dus gesien word as die somtotaal van die uitkomste-analises.

6.3 PERSONEELKAPASITEITSBOUPROGRAMME/-MODULES

Die konsep "personeelkapasiteitsbouprogram/-module" sal in die ondersoek basies verwys na die gestruktureerde intervensiemeganismes wat gebruik kan word om personeel te bemagtig met die kennis, houding en gedrag wat nodig is om van hulle veerkragtige ("resilient") persone te maak (vgl. Thompson, 2002:xvii; Stutterheim & Weyers, 2002:10). Die onderhawige ondersoek sal veral op vyf van die modules van die Selfbestuursprogram wat vir SAPD-rekrute ontwikkel is, fokus.

6.4 DEELNEMERS, RESPONDENTE EN AANBIEDERS

In die ondersoek en weergee van navorsingsdata was dit nodig om 'n onderskeid tussen die betrokkenes te tref. In hierdie verband is daar van die volgende drie begrippe gebruik gemaak:

- Die begrip "deelnemers" ("participants") verwys na almal wat aan die ondersoek deelgeneem het en tot die data bygedra het (Gravetter & Forzano, 2003:462). Dit bestaan uit die respondente, die module-aanbieders en lede van die fokusgroepe.
- Die begrip "respondente" ("respondents") verwys in hierdie ondersoek slegs na die lede van die eksperimentele groep (soms "Groep e" genoem) en die kontrolegroep (soms "Groep c" genoem) (vgl. Babbie, 2001:G3).
- In die verslag sal die begrip "aanbieders" ("presenters") verwys na die maatskaplike werkers wat in diens van die SAPD is en een of meer van die modules aangebied het.

7. BEPERKINGE VAN DIE ONDERSOEK

Die benutting van hoërorde statistiese berekeninge vir vraelyste wat nog nie ten volle gestandaardiseer was nie, het bepaalde probleme opgelewer. Dit het, onder andere, gemanifesteer in 'n lae Cronbach alpha en/of d-waarde vir sommige van die skale/subskale. Dié probleme is geantisipeer en deur middel van triangulering ondervang.

Ten einde die hoofondersoek af te handel moes die aanbiedingstyd van die modules ingeperk word sodat die deelnemers die vraelyste kon voltooi. Alhoewel daar minder tyd vir die aanbieding beskikbaar was, het die modules steeds 'n prakties betekenisvolle effek op die student-konstabels se kennis, houding en gedrag gehad. Die effek sou dalk selfs hoër kon wees indien die volle aanbiedingstyd benut kon word.

Aangesien daar nog nie vantevore ROI in maatskaplike werk in Suid-Afrika, onderneem is nie, is daar geen voorbeelde waarop die raamwerk van die betrokke ondersoek geskoei kon word nie (sien Artikel 4). Daar is baie min data oor indikatormetings, met spesifieke verwysing na die situasie in Suid-Afrika beskikbaar. Die finansiële kwantifisering van maatskaplike werk is dus 'n terrein wat voorsiening maak vir verdere navorsing.

8. AANBIEDING VAN DIE NAVORSINGSRESULTATE

In die aanbieding van die navorsingsresultate sal die artikelformaat gebruik word soos in Reëls A.11.5.3 en A.11.5.4 van die Jaarboek van die Noordwes-Universiteit (2005) gespesifiseer. In die formulering van die eerste drie artikels se inhoud sal daar van die vereistes van die Suid-Afrikaanse vaktydskrifte *Maatskaplike Werk/Social Work* en *Social Work Practitioner-Researcher/Maatskaplikewerk-Navorser-Praktisyn* as basis gebruik gemaak word, terwyl Artikel 4 op die internasionale vaktydskrif *Social Work & Society* gemik sal wees (sien Addendum 23 vir tydskrifte se vereistes). Om egter eenvormigheid in hierdie verslag te handhaaf sal daar van die bronverwysing- en aanbiedingstelsel soos deur die Noordwes-Universiteit voorgeskryf (Van der Walt, 2004), gebruik gemaak word. Dié stelsel en die numering en lengte van artikels sal voor moontlike indiening by die besondere vereistes van elke tydskrif aangepas word.

Die onderhawige navorsingsverslag sal oorhoofs in vier afdelings ingedeel word:

- In die eerste afdeling word die metodologie wat in die navorsing gevolg is, verantwoord. In hierdie verband is daar, onder andere, op die aktualiteit van die ondersoek, die gekose doelstellings en doelwitte en die aard van die navorsingsontwerp en –prosedure gelet.
- Die tweede afdeling sal die vier tersaaklike tydskrifartikels bevat. Die titels daarvan is onderskeidelik: *"Die aard van besluitnemings- en lewensdoelkomponente van die SAPD se Selfbestuursprogram vir student-konstabels", "Die effek van die Selfbestuursprogram se besluitnemingskomponent op student-konstabels", "Die effek van die Selfbestuursprogram se lewensdoelkomponent op student-konstabels"* en *"The return on investment (ROI) of the SAPS Self-Management Programme: with special reference to its decision-making and purpose-in-life components."* Elke artikel sal as 'n **afsonderlike entiteit** gehanteer word. Dit impliseer ongelukkig dat 'n aansienlike herhaling van sommige gegewens in die onderskeie artikels sal moet voorkom.
- Afdeling 3 sal bestaan uit die oorhoofse gevolgtrekkings, die oorhoofse riglyne vir die verbetering van die intervensies en die aanbevelings.
- Die laaste afdeling sal verskeie addendums bevat. Dit sluit onder andere die vraelyste wat gebruik is, in.

Om die artikels as 'n funksionele eenheid te kan aanbied sal elke artikel sy eie bibliografie hê. Aan die einde van die verslag sal daar egter ook 'n oorhoofse bibliografie voorsien word wat die hele verslag se bronverwysings sal dek

.

AFDELING 2

DIE TYDSKRIFARTIKELS

ARTIKEL 1

P. Huisamen & M.L. Weyers

DIE AARD VAN DIE BESLUITNEMINGS- EN LEWENSDOELKOMPONENTE VAN DIE SAPD SE SELFBESTUURSPROGRAM VIR STUDENT-KONSTABELS

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ABSTRACT

Background: *After the very successful national implementation of Police Social Work's capacity building programmes, the National Commissioner of the South African Police Service gave instruction that all the student constables should go through these types of programmes as part of their basic training. This resulted in the development of the Self-Management Programme that now forms Theme 3 of the Basic Training Programme. The Self-Management Programme consists of nine modules and is presented over five days in the beginning of the recruit's training. The goal of the programme is to improve and develop the recruits' human relations, health maintenance, decision-making and purpose-in-life skills in order to enhance their resilience and professional conduct as police officials. This article will only cover the "decision-making" and "purpose-in-life" components of the Programme.*

Aim: *To contextualise Theme 3 within the Basic Training Curriculum and to ascertain the extent to which the content of the five modules that make up the "decision-making" and "purpose in life" components adhered to the requirements set for these types of interventions.*

Method: *The content and intended outcomes of the Self-Management Programme and especially its Be Money Wise, Planning of Goals, Problem-Solving, Self-Knowledge and HIV/AIDS Awareness modules were analysed and evaluated with the help of existing theory.*

Results: *It was found that the "decision-making" and "purpose in life" modules adhered to existing principles of capacity building programmes and that their content was in line with that of other successful interventions in this field. It was concluded that, in principle, the modules aught to have a meaningful effect on its recipients (the extent to which they succeeded in this goal will be addressed in later articles).*

1. INLEIDING

Die verkiesing in April 1994 en die promulgering van die Wet op die Suid-Afrikaanse Polisiediens (Wet No 68 van 1995) in 1996 het heelwat veranderinge in die strukturering en dienslewingsfokus van die Suid-Afrikaanse Polisiediens (voortaan soms verkort met "SAPD") meegebring. Daar is onder andere beklemtoon dat lede bemagtig moet word om 'n meer effektiewe diens in 'n veranderende organisasie en gemeenskap te lewer. Hierdie en ander faktore, soos die hoë voorkoms van maatskaplike probleme onder lede, het die Polisie Maatskaplikewerkdienste (voortaan soms verkort met "PMWD") met die keuse gelaat om enersyds by die tóé dominante reaktiewe en terapiegesentreerde maatskaplike werk te bly, of om andersyds 'n nuwe benadering te volg. Daar is besluit om, benewens terapeutiese dienste, ook te begin om op meer proaktiewe en bemagtigingsgesentreerde intervensies te fokus (Stutterheim & Moruane, 2002:1; PSWS, 2001[b]). Dié intervensies het die vorm van 15 personeelkapasiteitsbouprogramme aangeneem.

Vanaf 2000 is begin om die betrokke kapasiteitsbouprogramme aan die nagenoeg 145 000 bestaande SAPD-personeellede aan te bied. Die effek van dié programme is ook via die omvattende Evaluation of Personnel Capacity Building Programmes 1 (EPCaP1)-studie gemeet. Hiertydens is gevind dat dit in die

meeste gevalle 'n prakties betekenisvolle effek op personeel se professionele sowel as persoonlike funksionering gehad het (Weyers, 2004: vii-viii).

Die sukses wat met die aanvanklike personeelkapasiteitsbouprogramme behaal is, het daartoe bygedra dat die Nasionale Kommissaris van Polisie in 2003 opdrag gegee het dat soortgelyke intervensies deel van die basiese opleiding van student-konstabels moet uitmaak. Dit het tot die ontwikkeling en implementering van die sogenaamde "Selfbestuursprogram" ("Self Management Programme") deur Polisie Maatskaplikewerkdienste aanleiding gegee. Die struktureel-funksionele posisionering en aard van dié program sal die fokus van hierdie artikel wees, terwyl die effek en waardetoevoeging daarvan in hieropvolgende artikels bespreek word. In die aanbieding sal die klem op die besluitnemings- en lewensdoelkomponente van die betrokke program val.

2. DIE STRUKTUREEL-FUNKSIONELE POSISIONERING VAN DIE SELFBESTUURSPROGRAM

Ten einde die Selfbestuursprogram in perspektief te sien, is dit nodig om dit binne die konteks van die SAPD se Basiese Opleidingsprogram vir nuwe student-konstabels te plaas. Derhalwe sal daar in die hieropvolgende uiteensetting met 'n kort oorsig van die aard en struktuur van die betrokke opleidingsprogram begin word. Die rede vir die insluiting van die Selfbestuursprogram by die opleidingsprogram sal daarna in oënskou geneem word.

2.1 DIE AARD VAN DIE SAPD SE BASIESE OPLEIDINGSPROGRAM

Die organisering en aanbieding van die Basiese Opleidingsprogram is die verantwoordelikheid van die SAPD se Opleidingsafdeling. Hierdie afdeling se basiese visie is dieselfde as die van die SAPD, naamlik om 'n veilige omgewing vir alle mense in Suid-Afrika te skep (SAPS, 2005:3). Daarom word SAPD-lede voortdurend opgelei en ontwikkel op die terrein van polisiëring (SAPS, 2004[d]). Hierin mag hulle van die insette van ander afdelings, soos byvoorbeeld Polisie Maatskaplikewerkdienste, gebruik maak.

Die totale Basiese Opleidingsprogram bestaan uit die volgende drie fases:

- Tydens die eerste fase ontvang alle rekrute ses maande basiese opleiding aan een van die SAPD se opleidingskolleges (die kolleges is onlangs van sewe na nege vermeerder). In hierdie opleiding word 10 temas via 49 modules gedek.
- Daarna word hulle vir 'n tydperk van ses maande na 'n stasie uitgeplaas waar hulle intensiewe veldopleiding ontvang. Dié opleiding geskied onder leiding en toesig van 'n opgeleide veldopleidingsbeampte.
- Ná afloop van fase 2 word hulle vir 'n tydperk van 'n jaar na 'n stasie of eenheid uitgeplaas waar hulle verdere terreingebonde indiensopleiding ontvang. Indien hierdie fase met sukses voltooi word, word hulle permanent aangestel.

Die Selfbestuursprogram verteenwoordig Tema 3 van Fase 1 van die Basiese Opleidingsprogram. Ter konteksplasing word hierdie strukturele posisionering in Tabel 1 weergegee. Tema 3 sal meer volledig bespreek word in terme van uitkomste. Aangesien die program in Engels aangebied word, sal die betrokke data in dié taal weergegee word.

TABEL 1: DIE POSISIONERING VAN DIE SELFBESTUURSPROGRAM BINNE DIE SAPD SE BASIESE OPLEIDINGSPROGRAM

THEME	MODULES AND OUTCOMES
Theme 1: SAPS (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	Module 3.1: Be Money wise (Self-Management: Module 1) *On completion of the module the learner will be able to utilize acquired knowledge and skills to secure financial freedom* Module 3.2: Life Skills (Self-Management: modules 2-6) *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* Module 3.3: Managing stress effectively (Self-Management: Module 7) *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* Module 3.4: Substance Dependency session (Self-Management: Module 8) *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* Module 3.5: HIV/AIDS Awareness Programme (Self-Management: Module 9) *On completion of the module the learner will be able to:* ▪ *understand what HIV/AIDS and the impact thereof is* ▪ *understand the risks of HIV transmission and the importance of the use of condoms* ▪ *understand the abuse of substance as a risk factor for HIV/STD transmission* ▪ *understand HIV risk assessment and prevention strategies* ▪ *understand its personal commitment to reduce their own risk for HIV infection and other STD/I'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: NETVAS 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

Tabel 1 toon dat die betrokke Basiese Opleidingsprogram 'n wye verskeidenheid aangeleenthede dek, maar dat die meeste hiervan net op die professionele of funksionele ontwikkeling van rekrute fokus. Die uitsondering hierop is die Selfbestuursprogram se vyf modules (sien Tabel 1: Tema 3) wat ook die persoonlike groei van die individu aanspreek. Die rede vir die insluiting van hierdie tema sal vervolgens bespreek word.

2.2 DIE REDE VIR DIE INSLUITING VAN DIE SELFBESTUURSPROGRAM BY BASIESE OPLEIDING

Die insluiting van die Selfbestuursprogram by die basiese opleiding van student-konstabels is die direkte gevolg van 'n opdrag wat in 2003 deur die Nasionale Kommissaris van Polisie gegee is. 'n Verskeidenheid redes het tot dié betrokke opdrag aanleiding gegee. So byvoorbeeld is daar gevind dat die generiese personeelkapasiteitsbouprogramme wat vanaf 1999 vir SAPD-personeel ontwikkel is, 'n prakties betekenisvolle effek op hul persoonlike en professionele funksionering gehad het (vgl. Weyers, 2004:vii-viii). Daar kon dus verwag word dat soortgelyke intervensies dieselfde invloed op rekrute sou hê. Hierbenewens sou die intervensies ook as 'n proaktiewe meganisme vir die voorkoming van maatskaplike en ander probleme soos stres, substansafhanklikheid, finansiële probleme, MIV/VIGS en interpersoonlike konflik onder student-konstabels dien (vgl. Huisamen, 2004:1). 'n Derde, primêre dryfveer was die aanname dat die insluiting van dié tema tot die persoonlike afronding van rekrute sou bydra (vgl. SAPS, 2004[d]:iii). Deur rekrute se maatskaplike funksionering te verbeter en hulle veerkragtig ("resilient") te maak, sal balans aan die hoofsaaklik taakgerigte Basiese Opleidingsprogram gegee word (vgl. Tabel 1).

Die redes waarom bogenoemde verwagtinge van die Selfbestuursprogram gekoester is, sal deel uitmaak van die hieropvolgende uiteensetting van die program se aard en aanbieding.

3. DIE AARD EN AANBIEDING VAN DIE SELFBESTUURSPROGRAM

Na aanleiding van die Nasionale Kommissaris van Polisie se opdrag is daar in September 2004 verskeie werksgroepe saamgestel om die bestaande generiese kapasiteitsbouprogramme te omvorm om aan die besondere behoeftes en omstandighede van die student-konstabels te voldoen. Hierin is die resultate van die Evaluation of Personnel Capacity Building Programmes 1 (EPCaP1)-studie, as een van die vertrekpunte geneem. Die Selfbestuursprogram wat deur die werksgroepe ontwikkel is, is op so 'n wyse geskryf dat dit aan die vereistes van die South African Qualificiations Authrority (SAQA) voldoen. Dit maak sedert Julie

2004 deel uit van die SAPD se Basiese Opleidingsprogram en word jaarliks gedurende Januarie en Julie deur spesiaal opgeleide maatskaplike werkers aan meer as 4000 rekrute per inname aangebied.

In hierdie afdeling sal daar, ter perspektiefgewing, 'n oorhoofse uiteensetting van die aard en aanbieding van die Selfbestuursprogram gegee word. Die besondere kenmerke van die betrokke program se besluitnemings- en lewensdoelkomponente sal in die volgende afdeling bespreek word.

3.1 DIE AARD EN DOEL VAN DIE SELFBESTUURSPROGRAM

Die Selfbestuursprogram is in wese 'n personeelkapasiteitsbouprogram. Dit val derhalwe in die algemene kategorie van intervensies wat soms menslikehulpbronontwikkeling, sielkundige opvoeding, lewensvaardigheidsopleiding of persoonlike en sosiale opvoeding genoem word (vgl. Kruger, 2001:20; Nelson-Jones, 1991:23; Rooth, 2000:34). Binne die konteks van die bedryfsmaatskaplikewerk en sterktebenadering waaruit PMWD sy dienste lewer, kan dit gedefinieer word as 'n gestruktureerde intervensiemeganisme wat daarop gerig is om personeel te bemagtig met die kennis, houding en gedrag (knowledge, attitudes and behaviour) wat nodig is om effektief as individu en werknemer te funksioneer en om lewens- en werkseise met die nodige veerkragtigheid ("resiliency") te hanteer. Veerkragtigheid verwys in hierdie verband na:

> *"...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, 2004:11).

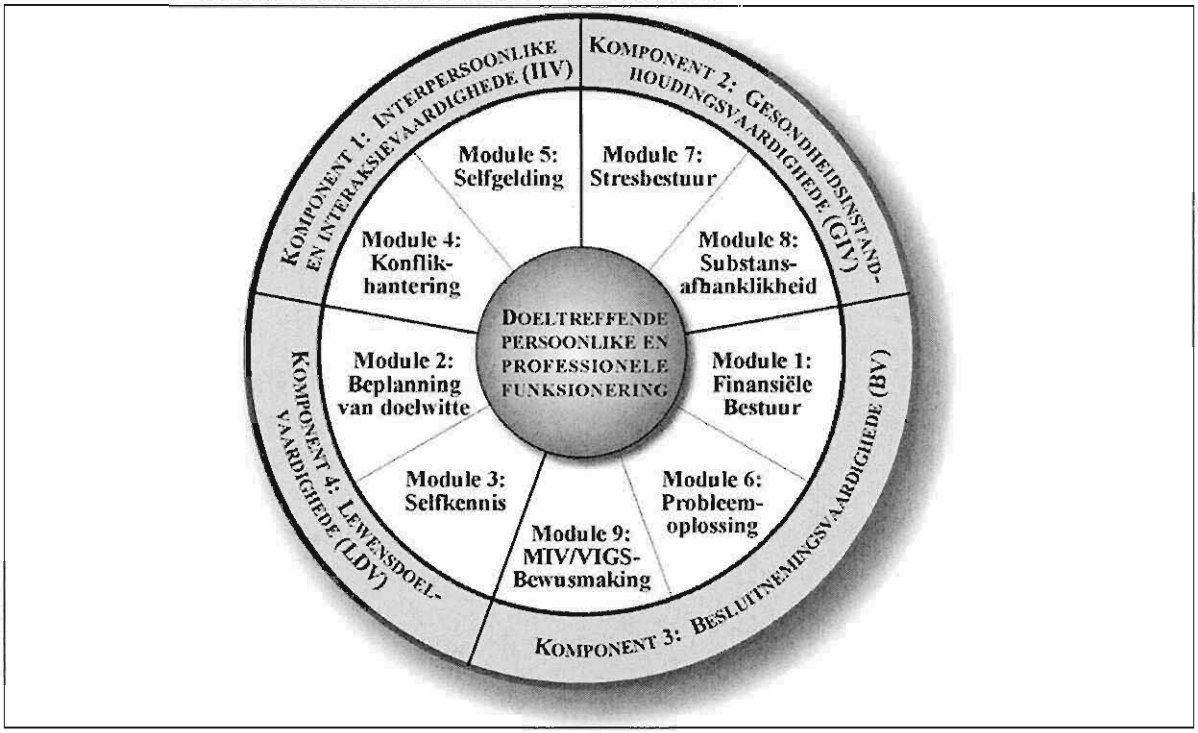
Die wesentlike doel van die program is om rekrute se vermoë om op 'n professionele en verantwoordelike wyse op te tree te ontwikkel. Dit sluit goeie interpersoonlike verhoudings en 'n professionele kliëntediens aan al die burgers van Suid-Afrika in (SAPS, 2004[d]:iii).

3.2 DIE SAMESTELLING EN UITKOMSTE VAN DIE SELFBESTUURSPROGRAM

Die Selfbestuursprogram bestaan uit nege modules wat in die vorm van werkswinkels ("workshops") oor 'n vyfdag-periode (veertig kontakuur) aan rekrute aangebied word. Die betrokke modules dek die terreine van finansiële (self-)bestuur (Module 1), beplanning van doelwitte (Module 2), selfkennis (Module 3), konflikhantering (Module 4), selfgelding (Module 5), probleemoplossing (Module 6), stresbestuur (Module 7), substansafhanklikheid (Module 8) en MIV/VIGS-bewusmaking (Module 9). Hierdie modules kan aan die hand van Brooks se taksonomie van lewensvaardighede (Brooks, 1984:359-381; Darden & Gazda, 1996: 3-5, Ginter, 1999:191-203) in vier komponente verdeel word naamlik:

- Komponent 1: Interpersoonlike en interaksievaardighede (Afkorting: IIV)
- Komponent 2: Gesondheidsinstandhoudingsvaardighede (Afkorting: GIV)
- Komponent 3: Besluitnemingsvaardighede (Afkorting: BV)
- Komponent 4: Lewensdoelvaardighede (Afkorting: LDV)
- Die betrokke komponente, tesame met die modules wat in elkeen voorkom, word visueel in Diagram 1 uitgebeeld.

DIAGRAM 1: INDELING VAN DIE SELFBESTUURSPROGRAM SE MODULES VOLGENS BROOKS SE TAKSONOMIE VAN LEWENSVAARDIGHEDE



Die Selfbestuursprogram se uitkomste en aanbiedingspakket sal vervolgens afsonderlike aandag geniet.

3.2.1 Die uitkomste en tydverdeling van die program

Die uitkomste van elk van die Selfbestuursprogram se modules, tesame met die duur van elke werkswinkel, word in Tabel 2 opgesom. Aangesien die program in Engels geformuleer is, word dié inligting sodanig weergegee.

TABEL 2: DIE UITKOMSTE EN TYDVERDELING VAN DIE SELFBESTUURSPROGRAM SE MODULES

SELF-MANAGEMENT PROGRAMME*	
COMPONENT 1: HUMAN RELATIONSHIP SKILLS	
MODULE 4: CONFLICT MANAGEMENT	*MODULE 5: ASSERTIVENESS*
Outcome: ▪ On completion of the Conflict management module, the recruits will be able to apply knowledge and skills for becoming healthy, well-balance individuals	**Outcome:** ▪ On completion of the Assertiveness module, the recruits will be able to become more assertive
Objectives: ▪ To become aware of the effect that their personal conflict management style has on their relationships	**Objectives:** ▪ To become more assertive
Length of workshop: 2 hours	**Length of workshop**: 2 hours

COMPONENT 2: HEALTH MAINTENANCE SKILLS	
MODULE 7: STRESS MANAGEMENT	*MODULE 8: SUBSTANCE DEPENDENCY*
Outcome: ▪ On completion of the Stress Management module the recruits will be able to compile a personal stress management programme	**Outcome:** ▪ On completion of the Substance Dependency module, the trainees will be able to analyse and describe substance dependency and its consequences
Objectives: ▪ Identify what stress is ▪ Identify the physiological aspects of stress ▪ Compile a basic personal stress profile ▪ Become aware of factors affecting stress resistance ▪ Utilize given exercises for stress reduction ▪ Develop and utilize given strategies/techniques for effective stress management ▪ Compile a personal stress management programme	**Objectives:** ▪ Become aware of the difference between dependency and abuse ▪ Become aware of the legal/illegal/prescriptive substances ▪ Have knowledge about the phases of alcohol dependency ▪ Identify factors regarding treatment
Length of workshop: 8 hours	**Length of workshop**: 8 hours

COMPONENT 3: DECISION MAKING SKILLS		
MODULE 1: BE MONEY WISE	*MODULE 6: PROBLEM SOLVING*	*MODULE 9: HIV/AIDS AWARENESS*
Outcomes: ▪ On completion of the module the learner will be able to utilize acquired knowledge and skills successfully to secure financial freedom **Objectives:** ▪ Identify his/her attitude towards money ▪ Utilize acquired knowledge on budgeting ▪ Identify ways to eliminate financial difficulties ▪ Ensure effective planning for future financial freedom ▪ Become aware of the effect that insufficient financial management has on each individual's psycho-social functioning ▪ Become aware of the true cost of debt ▪ Utilize acquired knowledge to develop a mindset that would lead to success	**Outcomes:** ▪ On completion of the module the learners will be able to expand their problem-solving skills **Objectives:** ▪ Expand their problem-solving skills	**Outcomes:** On completion of the module the learner will be able to: ▪ Understand what HIV/AIDS and the impact thereof is ▪ Understand the risks of HIV transmission and the importance of the use of condoms ▪ Understand the abuse of substance as a risk factor in HIV/STD transmission ▪ Understand HIV risk assessment and prevention strategies ▪ Understand its personal commitment to reduce their own risk for HIV infection and other STD/'I's
Length of workshop: 6 hours	**Length of workshop**: 2 hours	**Length of workshop**: 8 hours

COMPONENT 4: PURPOSE-IN-LIFE SKILLS	
MODULE 2: PLANNING OF GOALS	*MODULE 3: SELF KNOWLEDGE*
Outcomes: ▪ On completion of the module the learner will be able to utilize goals for achieving personal effectiveness	**Outcomes:** ▪ On completion of the module the learner will be able to expand their self-knowledge
Objectives: ▪ Utilise goals for achieving personal effectiveness	**Objectives:** ▪ Expand their self-knowledge
Length of workshop: 2 hours	**Length of workshop**: 2 hours

*Uiteensetting gebaseer op Tema 3: Selfbestuursprogram van die Basiese Opleidingsprogram van student-konstabels. Sien SAPS (2002), SAPS (2004b) en SAPS (2004c).

3.2.2 Die program se aanbiedingspakket

Al die materiaal wat nodig is vir die aanbieding van die Selfbestuursprogram is in een programpakket saamgevat. Hierdie pakket se inhoudelike word vervolgens in meer detail bespreek.

3.2.2.1 Afdeling 1: Die Module

Die module bestaan uit die uitgebreide inhoud waaroor die maatskaplike werker moet beskik ten einde die program te kan aanbied. Hierdie inligting word chronologies weergegee om dit meer verbruikersvriendelik te maak. Aangesien die aanbieder in die program opgelei word, word vereis dat hy/sy nie net die inhoudelike verstaan nie, maar ook in staat is om dit te internaliseer. Die aanbieders word gevolglik gemotiveer om verantwoordelikheid vir die tema-inhoud te aanvaar, ten einde dit met selfvertroue te kan aanbied.

3.2.2.2 Afdeling 2: Die Aanbiedersgids

Die aanbiedersgids is `n opsomming van al die reëlings en voorbereidings wat die aanbieder behoort te doen voor die aanvang van die program. Dit sluit in:

- die verkryging en voorbereiding van die aanbiedingshulpmiddele;
- om te verseker dat die rekrute se werkboeke beskikbaar is;
- die voorbereiding van die lokaal (byvoorbeeld die beskikbaarheid van 'n blaaibord, toeganklikheid vir persone met fisiese gestremdheid);
- om vas te stel of die opleidingshulpmiddele (bv. truprojektor) in 'n werkende toestand is; en
- die voorbereiding vir administratiewe take soos byvoorbeeld die voltooiing van 'n bywoningsregister.

3.2.2.3 Afdeling 3: Die Aanbiedingsplan

Die aanbiedingsplan help die maatskaplike werker om deeglik voor te berei, aangesien dit `n duidelike uiteensetting gee van hoe elke module aangebied behoort te word. Dit verskaf riglyne oor hoe inligting oorgedra moet word, die vrae wat gevra moet word en die benutting van opleidingshulpmiddele. Die plan is chonologies gestruktureerd en gee `n tydsaanduiding vir elke aktiwiteit ten einde te verseker dat die modules binne die voorgeskrewe tydgleuwe aangebied word.

3.2.2.4 Afdeling 4: Die Transparante

Al die transparante word in 'n aparte lêer verskaf sodat dit binne bereik tydens die aanbieding is. Die aanbiedingsplan verskaf duidelike riglyne oor die gebruik daarvan. Die transparante is professioneel ontwikkel en help die aanbieder om `n oorsig van die onderskeie modules te gee, moeilike konsepte te verduidelik en belangrike aspekte te beklemtoon.

3.2.2.5 Afdeling 5: Die Uitdeelstukke en die Werkboek

Aan die begin van elke oorhoofse module ontvang die student-konstabels 'n werkboek oor die betrokke onderwerp. Dié werkboek het ten doel om die deelnemers aktief te betrek en bevat onder andere vraelyste, gevallestudies en skematiese verduidelikings van moeilike begrippe.

4. DIE AARD VAN DIE PROGRAM SE BESLUITNEMINGS- EN LEWENSDOELKOMPONENTE

Volgens Brooks (1984:6) en verskeie ander outeurs wat op sy werk voortgebou het (vgl. Ginter, 1999; Darden & Gazda, 1996), omsluit lewensvaardighede al die aangeleerde vaardighede ("skills") wat vir 'n effektiewe lewenswyse noodsaaklik is. Books het, na aanleiding van uitgebreide navorsing, al hierdie vaardighede in vier sogenaamde "developmental life-skills areas" verdeel (Ginter, 1999:196). Hierdie komponente het hy "human relations skills" (heromskryf as "interpersoonlike en interaksievaardighede"), "health maintenance skills" ("gesondheidsinstandhoudingsvaardighede"), "decision-making skills" ("besluitnemingsvaardighede") en "purpose-in-life-skills" ("lewensdoelvaardighede") genoem (Ginter, 1999:196). Die onderhawige ondersoek is tot slegs twee van hierdie komponente afgebaken. Dit is naamlik die sogenaamde besluitnemingsvaardighede-komponent (soms verkort met "besluitnemingskomponent") en lewensdoelvaardighede-komponent (soms verkort met "lewensdoelkomponent").

Die besluitnemingskomponent omsluit die mens se vermoë om 'n probleem te identifiseer, inligting daaroor te verkry, dit te analiseer en te assesseer, potensiële oplossings vir die probleme te vind en dan te besluit oor die wyse waarop dit gehanteer gaan word (Brooks, 1984: 377). Die drie modules van die Selfbestuursprogram wat primêr besluitnemingsgesentreerd van aard is, is Finansiële (self-)bestuur (Module 1), Probleemoplossing (Module 6) en MIV/VIGS-bewusmaking (Module 9). Die rede waarom Module 9 in hierdie en nie byvoorbeeld by gesondheidsinstandhouding (vgl. Diagram 1) geplaas is nie, is omdat dit primêr op voorkoming fokus. Dit gaan dus essensieel oor die beïnvloeding van rekrute se besluitneming rakende die vermyding van hoërisikogedrag (PSWS, 2002:6).

Die lewensdoelkomponent inkorporeer die interaksie tussen genetiese aanleg en terugvoer van die omgewing, en omvat die vaardighede wat nodig is vir voortgaande ontwikkeling van persoonlike identiteit en emosionele bewustheid (Darden & Gazda, 1996). Dit sluit vaardighede in soos self-monitering, om 'n positiewe selfbeskouing te behou, interpersoonlike intimiteit, beroepsgerigtheid, omgewingsaanpassing, die uitklaar van waardes en morele standaarde en die ontwikkeling en uitklaring van seksuele rolle en seksualiteit. Die Doelwitbeplannings- en Selfkennismodule val primêr onder hierdie komponent.

In die bespreking van die aard en inhoudelike van die twee komponente, word elkeen as 'n afsonderlike entiteit hanteer. Daar word veral op die beginsels waarop elk van die komponente se modules gebou is, gefokus.

4.1 DIE INHOUD EN BEGRONDING VAN DIE BESLUITNEMINGSKOMPONENT SE MODULES

In die bespreking van die Finansiëlebestuurs-, Probleemoplossings- en MIV/VIGS-bewusmakingsmodules, sal daar eerstens 'n oorsig gegee word van die temas wat deur elkeen gedek word. Daarna sal die beginsels onderliggend aan elkeen van hierdie temas verder verken word.

4.1.1 Module 1: Finansiële Bestuur

Die Finansiëlebestuursmodule, bekend as "Be Money Wise", word op die eerste dag van die weeklange Selfbestuursprogram aangebied (SAPS, 2004[b]). Die rede waarom daar met dié betrokke module begin word, is omdat dit die mins konfronterende intervensie van die Selfbestuursprogram verteenwoordig. Dit

bied onder andere 'n non-bedreigende begin aan die kennismaking tussen die maatskaplike werkers (aanbieders) en die rekrute, en voorkom sodoende gevoelens van ambivalensie en weerstand (Toseland & Rivas, 2005: 211-214). Die module se sterk fokus op eksperiënsiële leer en werk binne groepsverband begin ook die aanbiedingspatroon vaslê wat in ander modules gevolg word. Dit het sodoende tot die skepping van groepkohesie en -gebondenheid tussen lede bygedra (vgl. Toseland & Rivas, 2005:75-7, 201).

Die verloop, temas en hulpmiddele wat tydens die aanbieding van die module gebruik word, word in Tabel 3 opgesom. Die beginsels waarom hierdie elemente gebou is, sal daarna aandag geniet.

TABEL 3: DIE TEMAS EN AANBIEDING VAN DIE "BE MONEY WISE"-MODULE

TEMAS	PROSEDURES EN HULPMIDDELE
1. Introduction	▪ Presentation: The nature of money and financial management
2. Attitudes towards money.	▪ "Attitudes towards money" (Handout 1) ▪ Small groups discussion ▪ Feedback from the small groups ▪ Large group discussion of theme
3. How to have money in your pocket the day before payday. 3.1 Current financial status 3.2 Clustered expenses 3.3 Who need to draw up a budget? 3.4 How to budget	▪ Presentation: Overview of personal financial situation (exercise in workbook) ▪ Presentation: List of expenses (exercise in workbook) ▪ Presentation: A budget (transparency) ▪ Presentation: Salary advice (Handout 2) ▪ Completion of monthly budget(Handout 3)
4. Financial difficulties 4.1 Debt management 4.2 Debt elimination 4.3 Basic principals of saving money 4.4 Resources	▪ Presentation: Debt management ▪ Role play 1 and 2 : Practise negotiation with debtor (Handout 4) ▪ Presentation : Debt elimination plan (Handout 5) ▪ Group exercise : Practical tips for saving (Handout 6) ▪ Group discussion : Resources listing (Flipchart listing)
5. Future financial freedom 5.1 Wills 5.2 Policies 5.3 Investments 5.4 Savings	▪ Presentation: Financial freedom ▪ Presentation: "Prevention is better than cure" (transparency) ▪ Group discussion: "Prevention is better than cure" (flipchart listing) ▪ Presentation: " SAVE , SAVE" (transparency)
6. Consequences of not planning 6.1 Legal and financial consequences 6.2 Psycho-social consequences	▪ Brain storm by group: Consequences of not planning (flipchart listing) ▪ Feedback by presenter: Highlights of consequences
7. Financial fundamentals ▪ True cost of debt	▪ Presenter discussion : True cost of debt ▪ Presentation: "House hold items" (transparency) ▪ Presentation: "Owing a car" (transparency) ▪ Presentation: "Buying a house" (transparency) ▪ Discussion
8. Developing a success mindset 8.1 How to open a bank account 8.2 How to apply for a housing subsidy 8.3 How to apply for a State guarantee 8.4 How to apply for official housing 8.5 All about contracts	▪ Group discussion: The aspects of success ▪ Presentation: "Developing a success mind set" (transparency) ▪ Presentation: Practical guidelines
9. Summary	▪ Presentation: Summary and conclusion

Finansies speel 'n groot rol in die mens se lewe. Talle werknemers wat 'n salaris verdien, sal op die een of ander stadium tydens hul loopbaan sodanige finansiële probleme ervaar dat dit 'n direkte invloed op hul algemene funksionering en produktiwiteit sal hê (Kim & Garman, 2004:69). Derhalwe is dit in belang van beide die individu en sy/haar werkgewer dat werknemers sodanige finansiële opleiding sal ontvang dat dit die voorkoms of impak van finansiële probleme sal verminder (Fourie, 2003:36). Hierdie beginsel word op 'n proaktiewe wyse toegepas deur die aanbieding van die Finansiëlebestuursmodule aan student-konstabels reg aan die begin van hul loopbaan binne die SAPD.

Die module het basies ten doel om deelnemers met die kennis, houdings en vaardighede toe te rus wat vir finansiële vryheid nodig is. Dit moet konstabels in staat stel om hul finansies só effektief te kan beplan dat hulle 'n bevredigende lewensbestaan kan voer en in die basiese behoeftes en bestaansmiddele van hul afhanklikes kan voorsien (Fourie, 2003:17).

Nege oorhoofse temas (sien Tabel 3) word aangespreek ten einde die gegewe doel te kan bereik. Elk van hierdie temas sal vervolgens kortliks in oënskou geneem word.

4.1.1.1 Tema 1: Die aard van geld en finansiële bestuur (Inleiding)

Die module neem 'n aanvang met 'n oorsig van die betekenis, belang en waarde van geld en die individu se verantwoordelikheid rakende die bestuur daarvan. Hierin word daar klem gelê op die feit dat die 'module slegs basiese finansiële bestuursbeginsels dek en dat die rekrute deskundiges sal moet nader as spesifieke finansiële behoeftes of probleme ervaar word. Daar word tydens die inleiding ook 'n oorsig van die res van die temas gegee.

4.1.1.2 Tema 2: Houding teenoor geld

Die rede waarom daar tweedens op rekrute se houding teenoor geld gefokus word, is omdat navorsing aangetoon het dat individue komplekse houdings oor die abstrakte konsep sowel as die fisiese waarde van geld het. Geld het dus simboliese sowel as emosionele waarde en word dikwels gekoppel aan faktore soos mag, status, invloed en 'n middel tot beïnvloeding (Furnham & Argyle, 2000:60). Geld en die individu se houding daarteenoor het 'n belangrike invloed op alle vlakke van funksionering. Die doel van hierdie gedeelte van die module is gevolglik om 'n proses te fasiliteer waartydens die deelnemers tot die insig kan kom dat 'n gebalanseerde siening van geld essensieel is. Die werkboek bevestig dit met stellings wat daarop dui dat geld nie 'n waarborg of bepaler van geluk is nie (Fourie *et al.*, 2002:249; Mellan, 1994:71).

Ten einde die rekrute die geleentheid te bied om hul eie houding teenoor geld te bepaal word die volgende stellings binne kleingroepverband bespreek:

- "A lot of money will enable me to do what I want"
- "People with a lot of money expect more respect from others"
- "I need more money for my family"
- "Money is necessary for security and a carefree old age".

Behalwe vir die laaste stelling wat slegs waar is, is al hierdie stellings beide waar en vals. Deur die kleingroepbesprekings en terugvoer hieroor word die rekrute daarvan bewus gemaak dat individue se houdings teenoor geld verskil en dat dit 'n invloed op hul funksionering het. Die verlangde persepsie wat

dikwels hierdeur gevestig word, is dat, indien 'n mens sy gesindheid rondom geld regkry, die ander terreine van sy lewe ook sal verbeter (Potgieter, 1997:2).

4.1.1.3 Tema 3: Hoe om die dag voor betaaldag nog geld in jou sak te hê

In Tema 3 word van die standpunt uitgegaan dat rekrute die dag voor betaaldag nog geld in hul sak sal hê indien hulle hul uitgawes via begrotings bestuur. Die eerste stap om hierdie gedagte tuis te bring is om die betrokkenes die geleentheid te gee om 'n balansstaat van hul persoonlike inkomste en uitgawes op te stel. Hiervoor word konsepte soos bates, laste, inkomste en uitgawes volledig verduidelik. Rakende uitgawes word daar onderskei tussen vaste, wisselende, periodieke en persoonlike uitgawes en voorbeelde hiervan word aan die rekrute voorgehou.

Die volgende stap is om die begrotingsproses aan die rekrute te verduidelik. Hierin word daar van die standpunt uitgegaan dat 'n persoon nie sy geldsake suksesvol kan bestuur indien daar nie behoorlik rekord gehou word nie (McRae, 1997:282; Potgieter, 1997:2). Die konsep van 'n begroting, dit wil sê 'n finansiële plan en kontrolemeganisme wat sekere standaarde daarstel ten einde doelwitte te bereik (Swart, 1996:24), word oorgedra. Daarna kry hulle die geleentheid om aan die hand van 'n voorbeeld van 'n student-konstabel se salarisadvies in hul werkboeke, 'n persoonlike begroting op te stel. Ten einde 'n perspektief te gee op langtermyn finansiële beplanning, is daar ook 'n voorbeeld van 'n polisie-inspekteur se salarisadvies in die werkboeke.

Tydens die oefening word sterk klem gelê op die rol van besluitneming en die bepaling van prioriteite. Praktiese wenke, soos om byvoorbeeld alle lede van 'n gesin by die begroting te betrek (Swart,1996:25) word deurgegee.

4.1.1.4 Tema 4: Finansiële probleme

Tema 4 fokus op die oorsake van finansiële probleme en hoe om dit te hanteer. Die rede hiervoor is omdat dit wil voorkom asof skuld, die sogenaamde moderne siekte van ons tyd (McRae, 1997:236; Potgieter, 1997:22), ook endemies in die SAPD geword het. Rekrute moet dus bewus wees van die gevare van skuld en die proses van skuld-eliminasie wat na aanleiding daarvan gevolg kan word.

Die betrokke aanbieding geskied teen die agtergrond van die sogenaamde "skuld-kultuur" wat in die samelewing posgevat het. Hierdie 'kultuur' word onder andere deur die volgende gekenmerk:

- Die samelewing se houding het in so 'n mate verander dat skuld selfs aangemoedig word.
- Ekonomiese sosialisering het tot gevolg dat hierdie gedragspatroon verder bevorder word by families wat 'n positiewe houding teenoor skuld openbaar.
- Sosiale vergelyking het die "keeping up with the Joneses"-mentaliteit tot gevolg wat mense sal dryf om onnodig skuld aan te gaan.
- Gebrekkige finansiële bestuursvaardighede lei tot die aangaan van skuld en reflekteer dikwels op 'n ongeorganiseerde lewenstyl, sowel as problematiese finansies.
- Verbruikersgedrag wat die noodsaaklikheid van luukshede vereis, het die aankoop van onnodigdhede tot gevolg.
- Hoe minder realisties iemand se tydshorison is, hoe makliker sal hy/sy skuld maak.
- Indien 'n individu nie skaam of bekommerd oor skuld is nie, sal sy/haar persoonlike houding dus tot gevolg hê dat hy/sy makliker skuld sal aangaan.

- Fatalisme is die laaste faktor wat met skuld geassosieer word. Dit wil voorkom dat, hoe groter die eksterne lokus van kontrole is, hoe groter die waarskynlikheid van skuld sal wees (Furnham & Argyle, 2000:114).

In die aanbieding self word daar 'n onderskeid tussen skuld en krediet getref (lg. word eers later in die module volledig gedek). Skuld word beskou as die onvermoë om die betalings te maak wat die verskuldigde onmiddellik vereis, terwyl krediet geklassifiseer word as 'n ooreenkoms van uitgestelde betaling (Furnham & Argyle, 2000:113).

Die rekrute word nie net teen die gevare van skuld gewaarsku nie. Hulle word ook van algemene riglyne aangaande die eliminasie daarvan voorsien. Skuld-eliminasie behels 'n proses waartydens daar 'n opsomming van uitstaande skuld gemaak word, en die paaiement wat die laagste bedrag vereis, word dan verhoog sodat dit afbetaal kan word. Nadat dit afgehandel is, word daardie bedrag, waarsonder die persoon tot op hede klaargekom het, by die volgende laagste skuldpaaiement gevoeg en die proses word herhaal totdat al die skuld klaar betaal is (Potgieter, 1997:28). Rekrute kry die geleentheid om hierdie nuutverworwe kennis prakties toe te pas op 'n relevante voorbeeld in hul werkboeke. Dit word ook ingeoefen tydens 'n rollespel waarin 'n skuldeiser gespreek moet word.

Die volgende onderwerp wat tydens hierdie tema bespreek word, is een wat direk verband hou met skuld, naamlik om te spaar. Die uitgangspunt is dat hoe meer skuld 'n persoon het, hoe minder kan hy spaar, want die meeste van die finansiële reserwes moet gebruik word om skuld te delg. Indien daar meer spaargeld is, sal meer fondse beskikbaar wees om kontantaankope te doen of skuld te delg (Swart, 1996:478). Daar is ook verskeie ander voordele aan spaar verbonde. Dit sluit die volgende in:

- Voorkoming: om 'n reserwe op te bou vir onvoorsiene omstandighede en uitgawes.
- Vooruitbeplanning: om 'n vooruitskatting te maak tussen inkomste en uitgawes vir 'n toekomstige gebeurtenis soos aftrede of opleiding.
- Berekening: om die rente op beleggings te ontvang.
- Verbetering: om 'n verbeterde lewenstandaard na te streef.
- Onafhanklikheid: om onafhanklik van ander te funksioneer en die mag te hê om goed te koop wanneer jy wil.
- Trots: om iets aan jou afhanklikes na te laat (Furnham & Argyle, 2000:107).

Ten einde die belangrikheid van spaar as 'n instrument vir finansiële onafhanklikheid (Potgieter, 1997:12) te beklemtoon kry rekrute die geleentheid om 'n dinkskrum te hou oor verskillende praktiese maniere om geld te spaar. Die resultate word dan aangevul uit 'n lang lys voorbeelde wat in die rekrute se werkboeke beskikbaar is.

Benewens spaar word daar in die aanbieding ook op ander "instrumente" vir die bereiking van finansiële onafhanklikheid of die hantering van terugslae gelet. Dit sluit in hulpbronne waar finansiële advies, 'n lening of moontlike tydelike finansiële hulp gekry kan word. Voorbeelde van laasgenoemde in die SAPD is die Weduwee- en Weesfonds, Maatskaplikewerkdienste, die Christelike Polisie Vereniging, CADSAPS ('n Artikel 21-maatskappy wat lenings of skenkings beskikbaar stel vir gestremdes of hulpbehoewendes) en die unies. Hulpbronne buite die polisie sluit finansiële adviseurs en instellings, versekeringsmaatskappye, prokureurs, nie-regeringsorganisasies en godsdienstige instellings in.

4.1.1.5 Tema 5: Toekomstige finansiële vryheid

Die volgende tema beklemtoon dit dat rekrute 'n proaktiewe benadering moet volg om hul finansiële sekuriteit te verseker. Om hierdie beginsel te verbeeld gebruik die aanbieder aan die begin 'n transparant wat visueel duidelik uitbeeld dat voorkoming beter as genesing is. Dié transparant en stelling word dan bespreek en kulmineer in die besef dat die rekrute bepaalde praktiese voorkomingstappe kan en moet neem. Hierdie stappe kan die vorm van testamente, beleggings en spaarplanne aanneem.

Die aard en belangrikheid van die opstel van 'n testament word aan rekrute verduidelik. Hulle word tot die besef gebring dat 'n gebrek aan 'n testament verreikende finansiële gevolge kan hê, aangesien die boedel as intestaat verklaar word en die betrokke bates dalk in ongewensde hande kan beland (Swart, 1996:139). Die voorbeeld van 'n korrekte testament in hul werkboeke word verduidelik.

Daarna word die voor- en nadele van polisse aan die student-konstabels verduidelik. Hulle word veral daarvan bewus gemaak om die regte advies in te win om 'n polis uit te neem wat by hul spesifieke behoeftes pas. Voorbeelde van polisse wat genoem word, is lewensversekering, uittree-annuïteite, studiepolisse, begrafnispolisse en kontantvoorsiening.

Alhoewel daar verskeie funksies en soorte beleggings is, fokus hierdie module op die waarde van beleggings om 'n sorgvrye aftrede te verseker (Swart, 1996:174). Dit is dus nog 'n wyse om toekomstige finansiële sekuriteit te verseker.

Laastens word die gebruik van 'n spaarrekening bespreek. Die doel van laasgenoemde is om geld opsy te sit vir periodieke uitgawes waarvoor daar maandeliks begroot word, asook vir die opbou van 'n algemene gebeurlikheidsreserwefonds. Dit word ook beklemtoon dat sodanige rekeninge 'n effektiewe rekordhoudingsinstrument is (Potgieter, 1997:52).

4.1.1.6 Tema 6: Gevolge van gebrekkige finansiële beplanning

Tema 6 dien as 'n teenpool vir die voorafgaande temas en leerinhoude. Daarin word rekrute sterk onder die indruk gebring van die gevolge van swak finansiële beplanning. Daarom word die betrokkenes se menings oor die gevolge van swak finansiële beplanning reg aan die begin gevra en hul response word op 'n blaaibord neergeskryf. Dié response word dan in meer detail bespreek en verder toegelig.

In die toeligting word daar onder andere op die aard van plasing onder finansiële administrasie gelet. Dit behels die proses waardeur 'n persoon met min of geen tasbare bates en minder as R50 000 skuld, deur 'n hofbevel tydelike beskerming teen sy krediteure kry. Hy word dan deur 'n administrateur gehelp om sy skuld op 'n bekostigbare manier stelselmatig af te betaal en weer kredietwaardig te word (FIN24, 2004).

Die rekrute word ook ingelig oor die wetlike proses wat gevolg kan word om, via 'n beslagleggingsbevel, skuld van hul salaris af te trek. Ander gevolge van swak finansiële beplanning wat bespreek word, is die implikasies wanneer jou naam by die kredietburo ge"lys" word, 'n gebrek aan inkomste tydens aftrede, en die psigososiale konsekwensies soos finansiële stres, alkoholmisbruik en verhoudingsprobleme.

4.1.1.7 Tema 7: Finansiële grondbeginsels

Die volgende tema handel oor die ware koste verbonde aan kredietransaksies. Die implikasies van hoë (onrealistiese) rentekoerse, vereffeningstydperke, addisionele en versluierde administratiewe kostes, bindende prosedures en voortspruitende wetlike gevolge (Fourie, 2003:1), word via transparante onder hul aandag gebring. Die negatiewe implikasies van en betrokkenheid by skuldtransaksies (soos die aankoop van 'n motor, huishoudelike items en klere, asook mikro- en kontantlenings) word aan hulle verduidelik. Die feit dat eersgenoemde eers ná 'n bepaalde tydsverloop op die voorgrond tree, beklemtoon weereens die belangrikheid daarvan om voorkomend op te tree. Praktiese voorbeelde van kredietooreenkomste in hul werkboeke versterk ook hierdie idee.

Mikrolenings is een van die praktyke wat 'n groot finansiële gevaar vir student-konstabels inhou. Dit word omskryf as die leen van geld op klein skaal deur nie-bankinstellings aan enige lid van die samelewing teen 'n hoë rentekoers oor 'n korttermyntydperk (Fourie, 2003:17). Rekrute word volledig ingelig oor die nadele van mikrolenings, soos byvoorbeeld hoë rentekoerse en hoë paaiemente (vgl. Fourie, 2003:124). Hulle word aangemoedig om sover moontlik kontant te koop en hul nuutverworwe kennis in te span wanneer hulle wel 'n kredietransaksie moet aangaan.

4.1.1.8 Tema 8: Die ontwikkeling van 'n sukses-ingesteldheid

Tema 8 streef twee basiese doelwitte na, naamlik om die rekrute te help om twee belangrike finansiële besluite ten uitvoer te bring en om die beginsels soos in die module vervat, te herbeklemtoon.

Die twee besluite raak die opening van 'n bankrekening en die verkryging van behuising. In hierdie verband word die prosedure verduidelik wat gevolg moet word om 'n bankrekening te open, om vir 'n behuisingsubsidie en staatswaarborg aansoek te doen en om vir staatsbehuising in aanmerking te kom. Wenke aangaande kontraksluiting word ook oorgedra.

Die beginsels onderliggend aan die module word met behulp van 'n transparant en 'n opsomming oorgedra. Die transparant bevat die akroniem "DISCIPLINE" wat staan vir:

- Debts can destroy you
- Interest makes you pay much more than double
- Success comes from managing your finances well
- Celebrate life by responsible buying habits
- Include your family members when you draw up your budget
- Prioritize the expenses and needs of your household
- Live according to your income
- Involve only responsible people / institutions in your problem – stay away from sharks
- Never ignore a summons or warning letters
- Enjoy your life by using your money wisely.

4.1.1.9 Tema 9: Opsomming

Die aanbieder sluit af deur kortliks die rekrute daaraan te herinner om hul nuutverworwe kennis en vaardighede toe te pas en sodoende "money wise" te leef.

4.1.2 Module 6: Probleemoplossing

Probleemoplossing word deur verskeie outeurs, waaronder Brehm (1998:91), Carnegie & Birrel (2000) en Maree & Ebersohn (2002:86), as 'n fundamentele lewensvaardigheid beskou. Behalwe vir polisiebeamptes se persoonlike lewens, is probleemoplossing ook 'n voorvereiste vir die effektiewe uitvoering van hul gemeenskapspolisiëringstaak (Engel & Worden, 2003: 137). Hierdie toedrag van sake het dit noodsaaklik gemaak om dié betrokke onderwerp ook in die bemagtigingsproses van student-konstabels in te bring.

Die betrokke Probleemoplossingsmodule word tydens die tweede dag van die Selfbestuursprogram oor 'n tydperk van twee uur aangebied. Die temas wat daartydens gedek word, word in Tabel 4 opgesom.

TABEL 4: DIE TEMAS EN AANBIEDING VAN DIE PROBLEEMOPLOSSINGSMODULE

TEMAS	PROSEDURES EN HULPMIDDELE
1. Introduction	▪ Orientation: presenter
2 What is a decision?	▪ Exercise: "Cave rescue" or "Nuclear war" (Workbook) ▪ Completion of the exercise in small groups ▪ Feedback from the small group exercise ▪ Discussion: presenter
3. Why is it difficult to make decisions?	▪ Presentation: presenter
4 The problem solving strategy – six steps 4.1 Check your attitude 4.2 Analyse the problem 4.3 Finding alternative solutions 4.4 Decision making 4.5 Planning and implementing a solution 4.6 Evaluate whether the problem has been solved	▪ Presentation: presenter ▪ Discussion in small groups: "The problem-solving strategy – six steps" ▪ Evaluation of application of the six steps: small groups ▪ Feedback and discussion
5. Problem solving: a summary of the six steps	▪ Summary and conclusion: presenter

Die aard en aanbieding van elk van die temas soos in Tabel 4 vervat, sal vervolgens in oënskou geneem word.

4.1.2.1 Tema 1: Die aard van probleme en probleemoplossing (Inleiding)

In die aanbieding word student-konstabels eers daarvan bewus gemaak dat probleme 'n normale verskynsel is en dat daar in die module veral gelet sal word op die toepaslike prosedure wat tydens probleemoplossing gevolg moet word. In hierdie konteks word 'n probleem omskryf as 'n situasie (teenswoordig of geantisipeerd) wat 'n respons vir effektiewe en aangepaste funksionering vereis, maar waarvoor daar weens die teenwoordigheid van een of meer struikelblokke, nie onmiddellik 'n duidelike respons beskikbaar is nie (Brehm, 1998:93; McGuire, 2001:212).

4.1.2.2 Tema 2: Wat is 'n besluit?

Tema 2 neem 'n aanvang met 'n oefening waartydens die betrokkenes binne kleingroepverband 'n gegewe probleem moet oplos. Elkeen van die groepe moet dan hul voorgestelde oplossings, sowel as die stappe wat hulle gevolg het om daarby uit te kom, aan die res van die peloton verduidelik. Hierdie terugvoer word gebruik om die aard en belangrikheid van besluitneming te beklemtoon. Daar word onderskeid getref

tussen eenvoudige en komplekse besluite en dit word beklemtoon dat daar 'n sistematiese proses bestaan om by effektiewe besluitneming uit te kom.

4.1.2.3 Tema 3: Hoekom is dit so moeilik om 'n besluit te neem?

Tydens Tema 3 kry die rekrute die geleentheid om hul mening te lug oor die redes waarom dit moeilik is om besluite te neem. Hul response word aangevul met redes wat deur die aanbieder voorgehou word, soos byvoorbeeld dat 'n mens te veel advies kry, dalk te bang of emosioneel is om 'n besluit te neem of nie weet wat prioriteit is nie.

4.1.2.4 Tema 4: Die probleemoplossingstrategie: ses stappe

Met Tema 4 word daar by die kern van die module uitgekom, naamlik 'n wetenskaplike, sesstap-probleemoplossingsmodel wat in die neem van komplekse besluite gevolg moet word. Dit word aan die student-konstabels voorgehou deur middel van 'n diagram in hul werkboeke, sowel as 'n bespreking. Hulle kry die geleentheid om hul eie probleemoplossingsproses na aanleiding van die betrokke stappe te evalueer.

In die module word Dougan *et al.* (1986:75) se uiteensetting van die gewenste probleemoplossingsproses as basis gebruik. Hierdie model hou verband met en kan aangevul word deur verskeie ander outeurs se sienings oor die onderwerp. Van hierdie sienings word in Tabel 5 opgesom.

TABEL 5: MODELLE VAN PROBLEEMOPLOSSING

Maree & Ebersohn (2002:147)	**Robbins *et al.* (2003:114)**	**Cloke & Goldsmith (2000:119)**	**Brehm (1998:96)**
▪ Formuleer die probleem ▪ Stel 'n doelwit ▪ Verkry inligting ▪ Verwerk die inligting ten einde verskillende opsies te identifiseer ▪ Neem 'n besluit ▪ Evalueer die besluit	▪ Definieer die probleem ▪ Identifiseer besluitnemings-kriteria ▪ Ken gewig toe aan die kriteria ▪ Ontwikkel alternatiewe ▪ Evalueer die alternatiewe ▪ Kies die beste alternatief	▪ Bewustheid en aanvaarding van die probleem ▪ Analiseer die probleem ▪ Genereer alternatiewe ▪ Neem konkrete aksie ▪ Evalueer die resultate	▪ Definieer die probleem en jou respons ▪ Hou 'n dinkskrum t.o.v. verskillende oplossings ▪ Evalueer die opsies en kies 'n oplossing ▪ Implementeer en evalueer jou oplossings
Dougan, *et al.*(1986:175)	**Peter Drucker se model (Stroman, 1990)**	**Militêre model (Stroman, 1990)**	**Industriële model (Stroman, 1990)**
▪ Evalueer jou houding ▪ Verstaan die probleemsituasie ▪ Genereer verskeie oplossings ▪ Besluitneming ▪ Beplan en implementeer jou besluit ▪ Verifieer jou besluit	▪ Identifiseer die probleem ▪ Analiseer die probleem ▪ Ontwikkel verskeie alternatiewe ▪ Kies 'n alternatief ▪ Implementeer die oplossing	▪ Identifiseer die probleem ▪ Samel inligting in ▪ Ontwikkel aksieplanne ▪ Analiseer alternatiewe oplossings ▪ Besluit op die beste plan ▪ Implementeer en besluit ▪ Monitor en evalueer probleem	▪ Die probleem ▪ Die oorsake van die probleem ▪ Die moontlike oplossings van die probleem ▪ Die beste oplossing vir die probleem ▪ Ander aanvaarbare oplossings vir die probleem

Tydens die aanbieding word die stappe soos volg verduidelik:

- **Stap 1: Evalueer jou houding**

Tydens hierdie stap word die rekrute daarop attent gemaak dat probleme normaal is en dat hulle teen impulsiewe optrede moet waak. Daar word dus eerstens van hulle verwag om hulself te oriënteer ten opsigte van hul algemene ingesteldheid.

- **Stap 2: Verstaan die probleemsituasie**

Vervolgens word vrae soos die volgende aan die respondente gegee wat hulle kan gebruik om die probleemsituasie beter te begryp:

- Wat is die probleemsituasie?
- Wat is die komponente van die probleem?
- Hoekom word die situasie as problematies beskou?
- Wie ervaar die probleem?
- Wie word geaffekteer deur die probleem?
- Kan die probleem geïgnoreer word?

- **Stap 3: Genereer alternatiewe oplossings**

In stap 3 word die tegniek van 'n dinkskrum aan die student-konstabels voorgehou. Dan word daar van hulle verwag om met soveel as moontlik alternatiewe oplossings vorendag te kom en om die evaluering daarvan uit te stel tot die volgende stap.

- **Stap 4: Besluitneming**

Tydens die vierde stap moet elke oplossing geëvalueer word. Dit geskied deur 'n kriterium vas te stel en 'n moontlike lang- sowel as die korttermyngevolg vir elke oplossing te bedink. Op grond hiervan moet daar dan tot 'n besluit oorgegaan word.

- **Stap 5: Beplan en implementeer jou besluit**

Nadat daar op 'n oplossing besluit is, is die volgende stap die implementering daarvan. Daar moet onmiddellik tot aksie oorgegaan word om die oplossing in kleiner aksiestappe op te deel en hierdie kleiner stappe te evalueer.

- **Stap 6: Verifieer jou besluit**

Die laaste stap in die proses is om seker te maak of die probleem opgelos en almal gelukkig met die uitkomste is. Indien die probleem nie opgelos is nie, moet hulle besin oor wat verkeerd gegaan het en weer hul plan heroorweeg. Indien daar nie 'n ander plan beskikbaar is nie, moet hulle teruggaan na stap 4 en hul tweede beste opsie oorweeg. Hierdie proses word herhaal totdat die probleem opgelos is.

4.1.2.5 Tema 5: Opsomming

Laastens word die student-konstabels daaraan herinner dat probleemoplossing 'n lewenslange proses is en dat hulle in hul taak as polisiebeampte voortdurend daarmee gekonfronteer sal word.

Indien die module suksesvol deurloop is, behoort die rekrute polisieverwante probleemoplossingsvaardighede te bemeester het. Hierdie vaardighede wat deur Stutterheim & Weyers (2004:4) gesien as die vermoë om abstrak en reflekterend te kan dink, om buigsaamheid aan die dag te lê en uiteindelik tot alternatiewe oplossings vir beide kognitiewe en sosiale probleme te kom.

4.1.3 Module 9: MIV/VIGS-bewusmaking

Die derde module van die besluitnemingskomponent fokus op een van die grootste bio-psigososiale probleme wat werknemers, en gevolglik ook werkgewers, in die gesig staar. Dit is naamlik MIV/VIGS. Hierdie faktore maak dit noodsaaklik dat 'n MIV/VIGS-gesentreerde bewusmakings- en voorkomingsprogram deel van die kapasiteitsbou van student-konstabels moet uitmaak.

Die MIV/VIGS-bewusmakingsmodule is gedeeltelik geskoei op programme van die UNAIDS, die SA Militêre Gesondheidsdiens en die South African Civil-Military Alliance (PSWS, 2002:ii). Op hul beurt is hierdie programme weer gedeeltelik gebaseer op suksesse wat in die praktyk behaal is. Die beginsels onderliggend aan hierdie suksesse sluit die volgende in:

- Daar moet aanvaar word dat kennis nie genoeg is nie. Gedragsverandering vereis relevante, gefokusde inligting, opleiding in onderhandeling en besluitnemingsvaardighede, sosiale en wetlike ondersteuning vir veilige gedrag, toegang tot voorkomingstrategieë (bv. kondome en skoon naalde) en motivering om gedrag te verander.
- Die verspreiding en risiko's van infeksies varieer binne elke gemeenskap. Derhalwe moet elke voorkomingstrategie by die behoeftes en omstandighede van elke spesifieke teikengroep aangepas word.
- Alhoewel die jeug, wat as 'n hoërrisikogroep beskou word, spesiale aandag moet geniet, behoort die totale bevolking geteiken te word.
- Vennootskappe tussen alle rolspelers, ook mense wat MIV-positief is, is noodsaaklik.
- Dit is essensieel dat leiers, insluitende politieke leiers en die bestuur van organisasies, betrokke moet raak by die proses van beleidsformulering en die inisiëring van aksiestappe om die MIV/VIGS-probleem aan te spreek.
- Dit is belangrik dat die pogings tot voorkoming en remediëring gemotiveerd en heelhartig aangepak moet word ten einde 'n betekenisvolle impak te verkry (UNAIDS, 2002:81).

Die SAPD het hom reeds in 2000 tot die bekamping van MIV/VIGS binne die organisasie verbind. In die organisasie se strategiese vyfjaarplan is daar in hierdie verband die volgende doelwitte geformuleer (SAPS, 2000):

- Die sosiale mobilisering en strategiese bewusmaking van MIV/VIGS, sowel as die kommunikasie van die relevante beleid aan werknemers van die SAPD
- Die mobilisering en organisering van relevante netwerke
- Die voorkoming van nuwe infeksies
- Die vermindering van die impak van MIV/VIGS
- Kapasiteitsbou en instandhouding van 'n MIV/VIGS-begroting binne die SAPD
- Die monitering van die impak van MIV/VIGS en Menslike Hulpbronne

Die Selfbestuursprogram se MIV/VIGS-bewusmakingsmodule vorm 'n integrale deel van die organisasie se strategiese plan. Die struktuur van hierdie daglange aanbieding en die temas wat daartydens gedek word, word in Tabel 6 weergegee.

TABEL 6: DIE TEMAS EN AANBIEDING VAN DIE MIV/VIGS-BEWUSMAKINGMODULE

TEMAS	PROSEDURES EN HULPMIDDELE
1. Introduction	▪ Presentation: Course summary, rationale and outcomes (transparencies) ▪ Icebreaker : Sixteen Candles Exercise / Find someone who (questionnaire in workbook)
2. Defining HIV and its impact	▪ Discussion: Overview of HIV/AIDS (True & false questions - transparencies) ▪ Discussion: HIV/AIDS and the immune system ▪ Discussion: Sexual Transmission (transparencies) ▪ Discussion: Global picture and impact of HIV (transparencies) ▪ Discussion: SAPS members at risk (transparency)
3. HIV Prevention	▪ Discussion: HIV infection and AIDS ▪ Complete Facts & Opinions survey (survey in workbook) ▪ Discussion: Feedback from small groups (Facts & Opinions survey in workbook) ▪ Demonstration: Presenter demonstrates male and female condom use, as well as its use during oral sex. Afterwards the recruits demonstrate the skills to rest of group (condoms & illustrations and explanations are in workbook) ▪ Discussion: Positive attitude towards the use of condoms
4. Substance abuse, HIV and STI's	▪ Group discussion and feedback: STI's, HIV and AIDS attitude and knowledge (questionnaire in workbook): ▪ Presentation: The effects of alcohol and other drugs and their relationship to behaviours that put you at risk for HIV/STI's (transparency)
5. HIV Risk assessment and prevention strategies	▪ Presentation: Introduction to risk factors ▪ Completion of questionnaire: Individual risk Assessment (questionnaire in workbook) ▪ Small group discussion & feedback on flipchart: Risk factors for HIV/STD infection (guidelines for group leaders of small groups in workbook). ▪ Feedback & discussion in bigger group: Risk factors (guidelines in workbook) ▪ Presentation: Guidelines for negotiating safer sex (transparencies) ▪ Small group discussion: Strategies for HIV Prevention and behaviour change (scenarios in workbook) ▪ Summarise: Guidelines for negotiating safer sex (transparencies) ▪ Brainstorm in small groups and discussion in bigger group: Occupational exposure and procedure to reduce the risk of HIV transmission (transparency)
6. Voluntary counselling and testing	▪ Small group discussion by two groups: Each discuss the advantages or disadvantages of voluntary testing (transparency) ▪ Feedback in bigger group and listing on flipchart: Advantages or disadvantages of voluntary testing (transparency) ▪ Discussion: The advantages and risks voluntary testing ▪ Discussion: Confidentiality re testing (transparency) ▪ Discussion: Informed consent (transparency) ▪ Discussion: Rights regarding having an HIV test (transparency) ▪ Discussion: Different kind of tests (transparency) ▪ Discussion: Care and support for people who are HIV positive (transparency) ▪ Recruit's pledge: Commitment to reduce the risk for HIV infection and other STI's (handout in workbook)
7. Review of HIV-prevention and behaviour change issues	▪ Summary: Presenter summarises the basic facts about HIV and AIDS ▪ Discussion: Risk factors regarding HIV transmission ▪ Presentation: Efficacy of using condoms ▪ Presentation: Strategies to prevent the spread of HIV and other STI's (transparencies) ▪ Written personal contract: Responsibility re effective HIV prevention with others ▪ Presentation: Conclusion

4.1.3.1 Tema 1: Oriëntering en uitkomste

Die rekrute word eerstens georiënteer ten opsigte van die rasionaal, doel en uitkomste van die module. Die transparante dui aan dat hulle aan die einde van die module:

- sal kan onderskei tussen feite en mites oor MIV en VIGS;
- sal kan identifiseer wat sy/haar persoonlike risikofaktore ten opsigte van MIV-infeksie is;
- sal kan identifiseer wat sy/haar persoonlike waardes en positiewe redes is om gesond te bly;
- sal kan beskryf wat MIV-voorkomingstrategieë is;
- sal vaardighede kan demonstreer wat MIV-infeksie verhoed;
- persoonlike verantwoordelikheid sal kan aanvaar vir sy/haar eie keuses en gedrag; en
- vaardighede sal kan demonstreer en verantwoordelikheid aanvaar vir die bevordering van goeie gesondheid vir hulself en ander (PSWS, 2002:1-3).

Die aanbieder het 'n keuse tussen twee ysbrekers in die student-konstabels se werkboeke. Die benutting daarvan bied aan al die betrokkenes die geleentheid om mekaar beter te leer ken.

4.1.3.2 Tema 2: Die aard en impak van MIV/VIGS

Alhoewel dit aanvaar word dat baie inligting aangaande MIV/VIGS en seksueel-oordraagbare siektes al waarskynlik via die media en ander kommunikasiegeleenthede aan die rekrute oorgedra is, word daar seker gemaak dat hulle wel die basiese konsepte en implikasies bemeester het. Dit word gedoen deur 'n transparant-ondersteunde aanbieding en bespreking van die oordrag, gevare en behandeling van die toestand en die mites wat daar rondom MIV/VIGS bestaan. Mites het inderdaad 'n groot invloed op persone se kennis, houding en gedrag aangaande MIV/VIGS. Voorbeelde van mites wat binne die Suid-Afrikaanse konteks bestaan, is:

- dat MIV 'n mensgemaakte siekte is wat ontwerp is om mense in derdewêreldse lande minder te maak;
- dat sekere groepe immuun is teen MIV/VIGS, soos byvoorbeeld 'n sekere groep prostitute in Uganda;
- dat ape die siekte na mense oorgedra het;
- dat kondome wat deur die regering versprei word, nie dieselfde is as dié wat 'n mens in die handel kan koop nie of dat staatsamptenare gaatjies in die kondome druk voordat dit versprei word; en
- dat seksuele omgang met 'n bejaarde vrou, 'n maagd of 'n baba MIV/VIGS kan genees (Gradwell, 2004:43;59). Laasgenoemde mite kan moontlik verbind word aan die hewige styging in die verkragting van jong meisies en babas in Suid-Afrika en dit is dus van essensiële belang dat die mites opgeklaar word (Du Plooy, 2004:18).

Die besprekings word opgesom deur die oordrag van die feite van die vrae wat in 'n vraelys vervat is. Binne die betrokke konteks word die mites van die Afrika-kultuur dikwels ook deel van dié bespreking.

Die betekenis van die afkortings MIV en VIGS word aan die studente verduidelik en word ook visueel in hul werkboeke oorgedra. Die funksie van T-helperselle en 'n kort verduideliking aangaande die werking van die immuunsisteem ten opsigte van die MI-virus word ook verduidelik.

Deelnemers word ingelig oor die maniere waarop die MI-virus oorgedra word. Oordrag deur middel van seksuele kontak word na analogie van 'n gelaaide wapen verduidelik. 'n Transparant word hierin as hulpmiddel gebruik. Statistiese data beklemtoon voorts die erns van die pandemie. Daar word beraam dat Suid-Afrika se populasie tot en met 2010 met 4.3 miljoen meer mense sou groei as dit nie vir VIGS was

nie (Van Wyk & Tshivase, 2005:65). Dit kan ook so 'n groot impak op die SAPD hê dat dit die organisasie se vermoë om 'n effektiewe diens aan die gemeenskap te lewer sal belemmer (Schönteich, 2003:1).

Daar is sekere groepe wat 'n hoër as normale risiko loop om geïnfekteerd te raak. SAPD-personeellede is een van dié groepe. Dit kan moontlik aan die volgende redes toegeskryf word:

- Uniformdraende beroepe word vanweë hul werksomstandighede soos mobiliteit en afgedeelde dienste aan groter risiko's blootgestel.
- Die oorgrote meerderheid van die manlike polisiebeamptes is in die hoërisikogroep vir MIV-infeksie, naamlik tussen 25 tot 35 jaar.
- Die aard van 'n polisiebeampte se werk stel hom/haar ook meer bloot aan nie-seksueel-oordraagbare MIV-infeksie. Die hoë risiko's waaraan 'n polisiebeampte blootgestel word, kan gesien word aan die hoeveelheid polisiebeamptes wat elke jaar vermoor word. Die moontlikheid dat 'n SAPD-lid vermoor kan word, is drie-en-'n-half keer meer as 'n lid van die publiek (Schönteich, 2003:4).

4.1.3.3 Tema 3: MIV/VIGS-voorkoming

Met die aanvang van Tema 3 voltooi elke rekruut individueel 'n meningsopnamevorm. Dit word onder andere gedoen om hulle te konfronteer met hul eie gevoelens en houdings rakende die gebruik van kondome, kommunikasie met seksuele maats en die belang van MIV-beskerming. Die meningsopnamevorm bestaan uit die volgende stellings:

- "I don't like condoms because...
- Talking to a sexual partner is hard because...
- The hardest thing about talking to someone I don't know very well but would like to be sexual with, is...
- Some concerns I have about drinking while deployed are...
- When I think about being on leave, I think of...
- When I think of home while deployed elsewhere, I think of..."

Na die voltooiing van die oop vrae verdeel hulle in kleiner groepe om moontlike antwoorde te bespreek. Daarna kry hulle geleentheid vir terugvoer aan die peloton. Al die response word op 'n blaaibord aangeteken en daarna word 'n groepbespreking deur die aanbieder gefasiliteer.

Die hele kwessie van kondoomgebruik kom daarna onder die loep. Alhoewel navorsing uitgewys het dat die betrokke onderwerp met versigtigheid hanteer moet word (vgl. Gradwell, 2004:132), blyk die korrekte gebruik van kondome 'n effektiewe manier te wees om MI-infeksie by mans en vroue te voorkom. Die module het ten doel om die deelnemers toe te rus met kennis en vaardighede rondom die korrekte gebruik van kondome vir mans en vroue.

Dit word so gedoen dat dit die betrokkenes sal motiveer tot 'n positiewe houding rakende die gebruik daarvan. Die aanbieder demonstreer die gebruik van beide kondome, asook die gebruik van kondome tydens orale seks. Bogenoemde verduidelikings word deur illustrasies in die rekrute se werkboeke ondersteun. Vrywilligers uit die groep kry daarna die geleentheid om hul nuutverworwe kennis en vaardighede toe te pas deur kondoomdemonstrasies aan die res van die klas te doen. As 'n belangrike aspek van die voorkomingsprogram word kondome onder die lede versprei. Na die aanbieding word hulle ook ingelig oor waar om kondome te kry (Gradwell, 2004:132; UNAIDS, 2002:86).

Die keuse van die individu ten opsigte van seksuele praktyke word deurlopend sterk beklemtoon. Die rekrute word daarom met praktiese voorbeelde en oefeninge toegerus oor hoe om assertief teenoor hul maats op te tree wanneer hulle gedwing word om by seksuele praktyke betrokke te raak wat nie vir hulle veilig of aanvaarbaar is nie.

4.1.3.4 Tema 4: Die misbruik van alkohol/dwelms, MIV en seksueel-oordraagbare siektes

Die doel met die aanbieding van Tema 4 is tweeledig van aard. Dit is naamlik:

- om die verhouding tussen seksuele aktiwiteite, seksueel-oordraagbare siektes en MIV onder die rekrute se aandag te bring, en
- om die negatiewe effek wat die misbruik van alkohol en dwelms op besluitneming kan hê, sowel as verhoogde seksuele risiko's wat die oordrag van seksueel-oordraagbare siektes en MIV tot gevolg kan hê, by rekrute te beklemtoon.

Deur middel van 'n vraelys en kleingroepbesprekings kry die rekrute die geleentheid om te besin oor hul eie keuses ten opsigte van MIV-infeksie of seksueel-oordraagbare siektes. Tydens die bespreking word die individu se keuse tot besluitneming baie sterk beklemtoon en dit word deurgetrek na die keuse ten opsigte van die gebruik van alkohol of dwelms, seksuele gedrag, risikogedrag, beskerming en toetsing.

Deur middel van waarnemende, biologiese en intervensie-studies is daar substansiële bewyse dat seksueel-oordraagbare siektes 'n persoon meer kwesbaar kan maak vir MIV-infeksie en die graad van infeksie verhoog by persone wat reeds MIV-positief is (Adler, 2001:105). Dit is dus van uiterste belang dat kennis aangaande seksueel-oordraagbare siektes oorgedra word.

Die module dek ook die verband tussen die misbruik van alkohol en dwelms en MIV-infeksie. Die kern-gedagte wat hiertydens oorgedra word, is dat die misbruik van alkohol en dwelms kan lei tot risikogedrag en moontlike riskante seksuele praktyke (Gradwell, 2004:133).

4.1.3.5 Tema 5: MIV-risiko-assessering en voorkomingstrategieë

Die aanbieder lei Tema 5 in met 'n kort opsomming van al die wyses waarop die MI-virus oorgedra kan word. Daarna kry rekrute die geleentheid om deur middel van 'n vraelys hul eie risiko van MIV-infeksie en die opdoen van seksueel-oordraagbare siektes te assesseer. Die vrae wat in die betrokke vraelys vervat is, sluit die volgende in:

- "How would you describe your own risk of being infected with HIV?
- How often do you have sex after drinking alcohol or using other drugs?
- Have you ever had a sexual experience that you regretted later, because you were drinking?
- How often do you use drugs, specifically drugs that you inject or shoot?
- Have you ever been told by a doctor or a nurse that you had a sexually transmitted infestation (STI), such as gonorrhoea, herpes or syphilis?"

Die rekrute kry geleentheid om binne kleingroepverband hul antwoorde te bespreek en daarna word terugvoer binne die groter groep gedoen.

Tydens die volgende stap moet die rekrute, aan die hand van scenario's in hul werkboeke, sekere aksieplanne- en stappe aanbeveel ten einde MIV-infeksie te voorkom. Hul antwoorde word aangevul

aan die hand van transparante. Dit bevat die nodige inligting rondom assertiwiteit en onderhandelingstaktieke met seksmaats oor veilige seksuele praktyke.

Die laaste gedeelte van die tema handel oor beroepsrisiko's. Die rekrute kry die geleentheid om binne pare 'n dinkskrum te hou oor die maniere waarop hulle binne die werksplek aan MIV-infeksie blootgestel kan word. Daarna word die nodige bykomende inligting deur middel van transparante aan hulle oorgedra.

4.1.3.6 Tema 6: Vrywillige toetsing en berading

Vrywillige MIV-berading en -toetsing is sleutelelemente tydens voorligtingsprogramme. Dit motiveer mense om vir MIV getoets te word en indien die uitslag positief is, verhoed dit dat die virus verder versprei en verseker dit dat die betrokkene die nodige terapeutiese hulp ontvang (UNAIDS, 2002:122). Ander voordele sluit die volgende in:

- die normalisering en destigmatisering van MIV/VIGS;
- eweknie, sosiale en gemeenskapsondersteuning;
- toegang tot kondome;
- toegang tot vroegtydige mediese behandeling vir opportunistiese siektes;
- die identifisering, voorkoming en behandeling van seksueel-oordraagbare siektes;
- voorkoming van moeder-tot-kind-oordrag en die verskaffing van moederskapdienste;
- die bevordering en fasilitering van gedragsverandering;
- die aanvaarding en hantering van MIV-status; en
- beplanning vir die toekoms (die versorging van kinders, familie, testamente, ensovoorts).

Die student-konstabels word met die aanvang van die tema in twee groepe verdeel. Elke groep kry die geleentheid om onderskeidelik die voor- en nadele van MIV-toetsing te bespreek en daarna aan die res van die groep oor te dra. Hul argumente word op 'n blaaibord aangeteken. Daarna word noodsaaklike bykomende inligting deur middel van transparante aan hulle oorgedra.

Die module dek, benewens die voordele van toetsing, ook temas soos die individu se regte, konfidensialiteit, ingeligte besluitneming en die verskillende soort toetse wat gedoen kan word.

Die uiters belangrike en sensitiewe kwessie van die ondersteuning van individue wat MIV-positief is, kom dan aan die beurt. Die deelnemers kry na afloop daarvan die geleentheid om 'n onderneming in hul werkboeke te teken waarin hulle onderneem om leiers te raak op die gebied van MIV/VIGS-bekamping.

4.1.3.7 Tema 7: Oorsig oor MIV/VIGS-voorkoming en gedragsveranderingsfaktore

Die laaste gedeelte van die aanbieding omvat 'n opsomming van die inhoud van die module. Daarin word veral klem gelê op feite aangaande MIV/VIGS, risikofaktore ten opsigte van oordrag, kondoomgebruik en voorkomingstrategieë. Ten opsigte van laasgenoemde word die neem van verantwoordelike besluite uitgelig.

Uit bogenoemde is dit dus duidelik dat die besluitnemingsvaardigheid van kardinale belang in die laasgenoemde drie modules is. Vervolgens sal daar oorgegaan tot na die bespreking van die tweede komponent wat in hierdie navorsingsproses ondersoek word, naamlik die lewensdoelkomponent.

4.2 DIE INHOUD EN BEGRONDING VAN DIE LEWENSDOELKOMPONENT SE MODULES

Die lewensdoelkomponent bestaan uit twee modules, te wete Doelwitbeplanning en Selfkennis. Die aanbieding van elke module duur ongeveer twee uur. Hul begronding, temas en aanbieding sal vervolgens afsonderlik bespreek word.

4.2.1 Module 2: Beplanning van doelwitte

Die Doelwitbeplanningsmodule word direk na die Finansiëlebestuursmodule aangebied en voltooi die eerste dag van die aanbieding van die Selfbestuursprogram. Dit is hier geplaas om as skakel tussen die finansiële inslag van die eerste module en die meer psigososiaal-gefokusde modules van die res van die program te dien. Met die beklemtoning van die aktualiseringsfunksie van individue, bied dit ook in vele opsigte die grondslag aan waarop daar verder in die ander modules voortgebou sal word.

Die module se temas en aanbieding word in Tabel 7 opgesom.

TABEL 7: DIE TEMAS EN AANBIEDING VAN DIE DOELWITBEPLANNINGSMODULE

TEMAS	PROSEDURES EN HULPMIDDELE
1. Introduction	▪ Icebreaker ▪ Orientation: The importance of goals
2. Guidelines for the formulation of goals	▪ Completion of the "Wheel of balance": Balanced goals (questionnaire in workbook) ▪ Presentation: SMART principle
3. The impact of time management on the achievement of goals	▪ Small-group discussion: The consequences of ineffective time management ▪ Presentation: Effective time management (transparency)
4. The basic principles for setting goals	▪ Discussion: Types of goals ▪ Discussion: Guidelines for goal-formulation ▪ Completion of own written goals: Importance of written, balanced goals
5. Planning life goals	▪ Discussion ▪ Exercise: Collage on own goals (magazines, pens, glue, etc.) ▪ Feedback: Share collages in small groups
6. Summary	▪ Summary and conclusion

Binne die betrokke module word doelwitbeplanningsvaardighede gesien as die individu se vermoë om strategies gewenste uitkomste te konseptualiseer en die stappe wat nodig sal wees om dit te bereik, te identifiseer (vgl. Barker, 1995:152; Darden & Gazda, 1996). Die beplanning wat hierin nodig is, word gesien as die proses om 'n probleem te identifiseer, doelwitte saam te stel, te dink oor maniere om dit te bereik en om die vordering, wat met die uitvoering daarvan gemaak word, te meet (WPDCE, 1999:26). In die module val die klem op elke individu se persoonlike doelwitformulering.

4.2.1.1 Tema 1: Die belang van doelwitte (Inleiding)

Die invalshoek van die module beklemtoon die feit dat doelwitte 'n fokus en doelgerigtheid aan mense verskaf, asook dat dit 'n kragtige manier is om 'n individu te help tot prioritisering (Maree & Ebersohn, 2002: 266). Die aanbieder moet aan die begin, volgens eie oordeel, een van twee voorgestelde ysbrekers

kies om die konsep van doelwitbeplanning aan rekrute bekend te stel. Die gewildste keuse is waar 'n groot groep gevra word om te probeer om op een stuk koerantpapier te staan. Die visualisering, beplanning en samewerking wat dit vereis, bring baie van die grondbeginsels van doelwitbeplanning by hulle tuis.

4.2.1.2 Tema 2: Riglyne vir doelwitformulering

Die volgende aktiwiteit is die voltooiing van die sogenaamde "Wheel of balance"-vraelys wat in die werkboeke vervat is. Met behulp hiervan kan die belang van 'n strewe na balans in die keuse van persoonlike en werksgerigte doelwitte (vgl. Covey, 1990:136) aan die betrokkenes oorgedra word.

Die volgende subtema fokus op die vereistes waaraan enige gekose doelwit moet voldoen. Die riglyn wat hiervoor gebruik word, is op die akroniem "SMART" gebou. Dit verteenwoordig die volgende konsepte:

- Spesifiek (**S**pecific): Hoe meer spesifiek 'n doelwit, hoe groter is die waarskynlikheid dat dit bereik sal word.
- Meetbaar (**M**easurable): Die algemene beginsel is dat 'n doelwit nie bereik kan word indien dit nie gemeet kan word nie. Dit is dus belangrik om die koste, kwaliteit, kwantiteit en tyd betrokke te kan bepaal. Hierdie vereistes is dan ook die vier aspekte wat spesifiek tydens die prestasiebeoordeling van SAPD-personeellede gemeet word.
- Bereikbaar (**A**ttainable): Die beginsel wat oorgedra word, is dat mense wat bereikbare doelwitte vir hulself stel en dit as 'n uitdaging sien, konstant beter presteer as diegene met vae of maklike doelwitte.
- Realisties (**R**ealistic): Alhoewel gestelde doelwitte moeilik bereikbaar moet wees om werklik 'n uitdaging aan die betrokkene te bied, moet dit tog haalbaar (realisties) wees. Die "R" kan ook staan vir "results orientated". Dit beklemtoon onder andere die prioriteit wat die verlangde uitkomste moet geniet.
- Volgens 'n tydraamwerk (**T**ime Frame): 'n Tersaaklike beginsel is dat 'n duidelike tydtafel vir die bereiking van die doelwit wat vir al die betrokkenes aanvaarbaar is, 'n voorvereiste vir sukses is. Vae intensies is nie voldoende nie (Maree & Ebersohn, 2002:267; Mind Tools, 2001; Nelson-Jones, 1991:106; Robbins *et al.*, 2005:136).

4.2.1.3 Tema 3: Die invloed van tydsbestuur op doelwitbereiking

Omdat effektiewe tydsbestuur 'n groot rol in die bereiking van doelwitte en 'n gebalanseerde lewenstyl speel (Covey, 1990:161), geniet dit ook kortliks aandag in die module. Die ongewensde gevolge van ondoeltreffende of afwesige tydsbestuur word eers via groepbesprekings pertinent onder rekrute se aandag gebring. Daarna word die aard van effektiewe tydsbestuur onder andere met behulp van 'n transparant oor die onderwerp aan hulle gekommunikeer.

4.2.1.4 Tema 4: Die basiese vereistes van doelwitformulering

Tema vier dek die basiese vereistes en beginsels van doelwitformulering. Die proses begin met 'n aanbieding van die tipe doelwitte wat nagestreef kan word. In hierdie verband word 'n tydskriterium gebruik om tussen kort-, medium- en langtermyndoelwitte te onderskei. Die idee word oorgedra dat

korttermyndoelwitte wel 'n belangrike korttermyn motiveerder is, maar dat 'n mens 'n langtermyn visie moet hê om na te streef (Maree & Ebersohn, 2002:266-7).

Die beginsels word geoperasionaliseer deur aan elke student-konstabel die geleentheid te bied om sy/haar doelwitte skriftelik te verwoord. Die nodige riglyne vir hoe om hierdie doelwitte realisties en bereikbaar te maak (vgl. Nelson-Jones, 1991:107) word hiertydens in 'n ietwat aangepaste vorm herhaal.

4.2.1.5 Tema 5: Die beplanning van lewensdoelwitte

In die voorlaaste tema word die rekrute die geleentheid gegee om hul persoonlike doelwitte visueel uit te beeld. Hiervoor word al die materiaal wat vir die daarstelling van 'n collage nodig is, aan hulle voorsien. Hulle het dan die geleentheid om die praktiese visualisering van hul doelwitte vrywillig met die res van die groep te deel.

4.2.1.6 Tema 6: Opsomming

Die aanbieder sluit die module af met 'n opsomming van die aard van effektiewe doelwitformulering.

4.2.2 Module 3: Selfkennis

Selfkennis vorm die tweede module van die Selfbestuursprogram se lewensdoelkomponent en word vir die eerste twee uur van die tweede dag aangebied. Die rede vir hierdie posisionering is omdat dit goed by die Doelwitbeplaningsmodule aansluit (laaste module van dag 1) en die grondslag van die daaropvolgende bemagtigingsmodules vorm. Die uitgangspunt wat in hierdie verband geld, is dat die rekrute geeneen van die ander vaardighede werklik sal kan bemeester sonder 'n grondige kennis van hulself nie (vgl. Rooth, 1995:70).

Die betrokke onderwerp is aanvanklik by die SAPD se generiese personeelkapasiteitsbouprogram ingesluit omrede dit algemeen aanvaar word dat 'n gebrek aan selfkennis bydra tot stres, verhoudingsprobleme asook personeelkonflik in die organisasie (vgl. Ask Afrika, 1997:28). Dit is ook gesien as 'n oorsaak by die gebrek aan sosiale vaardighede (Thompson, 2002:9) en die selfbeeldprobleme wat dikwels by personeel aangetref word. In hierdie verband meld Rooth (1995:70) dat "...working towards an increasingly positive self-concept is of cardinal importance: the self-concept underlies all human behaviour and can be a major motivating or inhibiting force". Deur die rekrute se selfkennis te verbeter kan hulle bemagtig word om werksverwante en alledaagse probleemsituasies meer sinvol te hanteer en op te los (Smith, 1991: module 2:10).

In die module word daar veral gefokus op die aard, belangrikheid en implikasies van 'n selfkonsep en watter rol dit binne verhoudings speel. Die onderskeie temas wat hierin gedek word, word in Tabel 8 vervat.

TABEL 8: DIE TEMAS EN AANBIEDING VAN DIE SELFKENNISMODULE

TEMAS	PROSEDURES EN HULPMIDDELE
1. Introduction	▪ Ice breaker ▪ Group discussion of self-concept/self-knowledge
2. Learning about ourselves: The Johari Window • Open self • Blind self • Hidden self • Undiscovered self	▪ Presentation: Johari Window (transparency) ▪ Group discussion: The Johari Window of an HIV positive person
3. Aspects of self-concept: • Physical self • Intellectual self-concept • Psychological self-concept • Social self-concept • Moral self-concept	▪ Presentation: Aspects of self-concept ▪ Exercise 1: Series of drawings or coat of arms (workbook) ▪ Small group discussions: Individual self-concept
4. Importance of a person's self-concept	▪ Discussion: Why self-concept is important ▪ Small group discussion. Feedback re opinions (questionnaire in workbook)
5. Summary	▪ Drawing of individual Johari Windows ▪ Summary and conclusion: Presenter

4.2.2.1 Tema 1: Die konsep van selfkennis (Inleiding)

Met die verpligte ysbreker aan die begin van die module kry die rekrute die geleentheid om hulself aan die res van die groep voor te stel na aanleiding van 'n kleur, fiktiewe karakter, blom of dier wat verteenwoordigend van hul persoonlikheid is. Hierdie oefening word verder uitgebrei deur die neerskryf van addisionele assosiasies. Dan word daar oorgegaan tot verkenning van die selfkenniskonsep. In hierdie verband word in ag geneem dat selfkennis dikwels hand aan hand met 'n persoon se selfbeeld, selfkonsep, selfaanvaarding, selfagting en selfvertroue gaan (Cilliers *et al.*, 1988:23).

4.2.2.2 Tema 2: Leer ken jouself: Die Johari Venster

Met die verkenning van die konsep van selfkennis as basis, word daar in Tema 2 by een van die kerninhoudeliks van die module uitgekom, naamlik die Johari Venster. Hierdie konstruk of model is deur Joseph Luft en Harry Ingram ontwikkel en dien as 'n baie nuttige instrument om die verskillende vlakke van selfkennis te beskryf (Kruger, 2001:25). Dit illustreer die feit dat daar bewuste sowel as onbewuste areas in 'n persoon se lewe is wat bekend of onbekend aan die individu en ander persone mag wees (Behr *et al.*, 1988:121; Thompson, 2002:9).

In die aanbieding gebruik die aanbieder 'n transparant om die Venster se basiese konsepte, te wete die oop, blinde, verborge en onontdekte self aan die student-konstabels te verduidelik. Dit kan ook bykomend aan die hand van die aanbieder se eie Johari Venster geïllustreer word.

Ten einde die konsep nog verder te verpraktiseer, word die groep gevra om terugvoer te gee oor hoe hulle dink iemand wat MIV-positief is, se Johari Venster sal lyk.

4.2.2.3 Tema 3: Aspekte van die selfkonsep

Nadat die konsep van die Johari Venster bemeester is, word daar tot verkenning van die aard en implikasies van 'n selfkonsep, ook soms 'n selfbeeld genoem, oorgegaan. Hierin word 'n selfkonsep/-beeld basies omskryf as 'n persoon se (subjektiewe) siening van sy eie karaktereienskappe. 'n Individu word voortdurend gekonfronteer met wat hy dink hy is, wat hy dink hy kan bereik, wat hy dink ander van hom dink en wat hy graag sou wou wees (Kruger, 2001:24).

In die aanbieding en daaropvolgende bespreking word 'n selfkonsep, onder andere op grond van Gerdes *et al.* (1988:87-90) se sienings, in die volgende vyf kategorieë onderverdeel:

- *Die fisieke selfkonsep:* Dit staan ook as die liggaamsbeeld bekend en het betrekking op die individu se psigologiese ervaring van sy liggaam.
- *Die intellektuele selfkonsep:* Dit omsluit 'n persoon se waarnemings van sy intellektuele vermoëns en talente.
- *Die psigologiese selfkonsep:* Dit hou verband met verskeie psigologiese eienskappe soos relatief konstante persoonlikheidseienskappe, kenmerkende emosionele toestande en bepaalde temperamentele eienskappe.
- *Die sosiale selfkonsep:* Die sosiale self het te make met die sterkte en aard van sosiale belangstellings en betrokkenheid by ander en hul reaksie teenoor die individu.
- *Die morele selfkonsep:* Dit kan omskryf word in terme van 'n persoon se waarneming in hoeverre hy aan die voorgeskrewe gedragsreëls van 'n bepaalde gemeenskap voldoen.

Die rekrute word daarna in kleiner groepe verdeel met die opdrag om elk hul eie karaktereienskappe en verwagtinge in die vorm van 'n tekening of 'n skild/familiewapen ("coat of arms") uit te beeld. Die skild moet die betrokkene se sterktes, talente en vermoëns uitbeeld en sodoende die individu se goeie eienskappe beklemtoon. Vrywilligers word dan gevra om die betekenis van hierdie uitbeeldings met die res van die kleingroep te deel.

4.2.2.4 Tema 4: Die onwikkeling, belang en verbetering van 'n selfkonsep

Daar is baie faktore wat die ontwikkeling van die selfkonsep beïnvloed (Maree & Ebersohn, 2002:37; Gerdes *et al.*, 1988:94) en tydens die module word dit, sowel as sekere eienskappe van 'n goeie of 'n swak selfkonsep, kortliks vermeld. Die klem word egter meestal op die belang van 'n goeie selfkonsep geplaas.

Aangesien daar na die vorige oefeninge 'n sterker groepkohesie en bekendheid is, kry die rekrute geleentheid om binne bekende kleingroepverband hul eerste indrukke, sowel as die verandering hiervan met mekaar te deel. Hulle kry geleentheid tot introspeksie deur 'n vraelys in hul werkboeke te voltooi en daarna kry elkeen die geleentheid om positiewe eienskappe aangaande mekaar te deel.

4.2.2.5 Tema 5: Opsomming

Die module word afgesluit met 'n opdrag dat elke rekruut, met die hulp van al die voorafgaande verworwe kennis en vaardighede, sy eie Johari Venster moet teken. Die Venster moet as 'n konstante herinnering deur die betrokkenes gehou word.

5. DIE BENUTTING VAN DIE BESLUITNEMINGS- EN LEWENSDOELKOMPONENTE VIR NON-SAPD-LEDE

Alhoewel die vyf modules van die SAPD se Selfbestuursprogram spesifiek ontwerp is om by die behoeftes en omstandighede van die organisasie se student-konstabels te pas, kan dit met die nodige (kleiner) aanpassings ook in die generiese maatskaplikewerkpraktyk benut word.

Die analise van die modules het aangetoon dat dit teoreties goed begrond is. Een van die sterk punte in hierdie verband is dat daar nie net van maatskaplikewerkteorie gebruik gemaak is nie, maar dat data van verskeie ander dissiplines ook benut is. Daar kon met sukses daarin geslaag word om al die data en beginsels tot geïntegreerde intervensie-instrumente te omskep.

Maatskaplike werkers kan met behulp van die modules mense op 'n proaktiewe en koste-effektiewe wyse met essensiële vaardighede toerus. Hierdie vaardighede sal nie net tot die individue se voordeel strek nie, maar ook tot dié van sy werkgewer en/of die breë gemeenskap.

Die waarde van die modules is nie net tot groepsgerigte kapasiteitsbou-intervensies beperk nie. Die inhoudelikes daarvan kan ook in gevallewerk benut word.

6. SLOTOPMERKINGS

Die vyf modules van die Selfbestuursprogram se besluitnemings- en lewensdoelkomponente het een oorhoofse doel nagestreef. Dit is naamlik om die SAPD se rekrute so toe te rus en te bemagtig dat hulle op 'n professionele en verantwoordelike wyse binne hul werksmilieu en in die gemeenskap sal optree. Dit moet hulle in staat stel om goeie interpersoonlike verhoudings te handhaaf en professionele kliëntediens te lewer (SAPS, 2004[d]:iii).

Na aanleiding van die analise van die modules se inhoud, aard, aanbieding en grondbeginsels, is dit duidelik dat dit goed ontwikkel en saamgestel is en aan die vereistes van die beskikbare teorie voldoen. Dit behoort dus 'n prakties betekenisvolle effek op die ontvangers se kennisvlakke, houdings en gedrag te hê. Die mate waartoe dit wel in die praktyk gerealiseer het, word in die volgende twee artikels verken.

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PMW **kyk** Suid-Afrika (Rep.) Polisie Maatskaplikewerkdienste

POLICE SOCIAL WORK SERVICES *see* South Africa (Rep.), Police Social Work Services.

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PSWS **kyk** Police Social Work Services

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SAPD **kyk** Suid-Afrika (Rep.) Suid-Afrikaanse Polisiediens.

SAPS *see* South Africa (Rep.) South African Police Service.

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WPDCE **kyk** Working Party on Development Cooperation and Environment.

ARTIKEL 2

P. Huisamen & M.L. Weyers

DIE SAPD SE SELFBESTUURSPROGRAM: DIE AARD EN EFFEK VAN DIE BESLUITNEMINGSKOMPONENT OP STUDENT-KONSTABELS

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ABSTRACT

Background: *Primarily due to the success that was achieved by die development and implementation of a set of 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 SAPS recruits. The result was the development of the Self-Management Programme for SAPS recruits. In 2004, a comprehensive study on this programme's overall effect and return on investment was launched. The evaluation of the decision-making component was one of the research projects within this study.*

Aim: *The primary aim of the project was to determine the short and long-term effects of the decision-making 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 400 experimental group respondents, 120 control group members and 14 presenters.*

Results: *The triangulation of the measurements that was produced by the various scales showed that all three 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 more than six months.*

1. INLEIDING

Die maatskaplike afdeling van die Suid-Afrikaanse Polisiedienst (SAPD) is in 1999 genoop om sy dienslewering met proaktiewe personeelkapasiteitsbouprogramme uit te brei. Teen Augustus 2000 was 15 sodanige programme reeds ontwikkel en is daar met die landswye implementering daarvan begin. Die groot belegging in geld, mensekrag en tyd, asook die noodsaaklikheid om verantwoording aan die organisasie se bestuur te doen, het die behoefte laat ontstaan om die effek van die programme te meet. Dit het in 2001 tot die loodsing van die omvattende Evaluation of Personnel Capacity-building Programmes 1- (EPCaP1) navorsingsprojek aanleiding gegee.

Die resultate van hierdie ondersoek het aangedui dat die programme wel 'n prakties betekenisvolle effek op die kennis, houding en gedrag van SAPD-personeel het (Weyers, 2004:vii-viii). Hierdie bevindinge, tesame met 'n verskeidenheid ander faktore, het daartoe aanleiding gegee dat die Nasionale Kommissaris van Polisie in 2003 opdrag gegee het dat 'n aangepaste vorm van die personeelkapasiteitbouprogramme deel van die basiese opleiding van al die SAPD se student-konstabels moes uitmaak. Dit het tot die ontwikkeling en implementering van die Selfbestuursprogram vir student-konstabels aanleiding gegee. Die effek van hierdie nuwe program is vanaf 2004 nagevors. Sommige van die resultate word in hierdie artikel gedek.

In hierdie uiteensetting gaan daar op die effekmeting en evaluasie van die besluitnemingskomponent van die Selfbestuursprogram gefokus word. Dié komponent bestaan uit modules oor finansiële bestuur, probleemoplossing en MIV/VIGS-bewusmaking. Om hierdie resultate in perspektief te plaas sal daar eers aan veral drie oorhoofse aangeleenthede aandag geskenk word, naamlik die agtergrond van die ontwikkeling van die Selfbestuursprogram, die belangrikste kenmerke daarvan en die navorsingsprosedure wat in die meting van die uitkomste gevolg is.

2. AGTERGROND EN ONTWIKKELING VAN DIE SELFBESTUURSPROGRAM

Die ontwikkeling van die Selfbestuursprogram kan as deel van die kontinuum van die SAPD se ontwikkeling van personeelkapasiteitsbouprogramme gesien word. Derhalwe sal daar in hierdie oorsig met die ontwikkeling van die eerste kapasiteitsbouprogramme in 1999 begin word.

Die ontstaan van formele personeelkapasiteitsbouprogramme kan na die struktureel-funksionele veranderinge in die SAPD en 'n toenemende behoefte aan proaktiewe maatskaplikewerkdienste in die post 1994-era teruggevoer word. In 1997 is Ask Africa, 'n eksterne navorsingskonsultant, genader om 'n uitgebreide ondersoek na maatskaplikewerkdienste in die SAPD te doen (Stutterheim & Moruane: 2002:172). Hulle moes spesifiek fokus op SAPD-lede se behoefte aan maatskaplikewerkdienste, die SAPD-maatskaplike werkers se persepsie van lede se behoeftes en 'n vergelyking tussen dié twee stelle persepsies. Ask Africa het hul finale navorsingsverslag in 1998 gelewer (Ask Africa, 1997).

Die navorsingsverslag het aangedui dat daar 'n duidelike behoefte aan beide reaktiewe (terapeutiese) en proaktiewe (kapasiteitsbougerigte) maatskaplikewerkdienste bestaan. Verskeie prioriteitsterreine vir proaktiewe dienslewering is geïdentifiseer. Dit het stres, alkohol-/middelafhanklikheid, finansiële probleme en personeelkonflik/-samewerking ingesluit (Ask Africa, 1997:28). Dié terreine is deur Polisie Maatskaplikewerkdienste (PMWD) se eie statistieke gesubstansieer (vgl. PSWS, 2001[3]). Tydens 'n nasionale konferensie wat in September 1999 vir al die maatskaplike werkers van die SAPD gehou is, is daar besluit om die betrokke en bykomende kapasiteitsbouprogramme te ontwikkel en te implementeer (PSWS, 1999:2). Die effek van dié programme is gedurende 2001 tot 2004 via die EPCaP1-studie geëvalueer. Dit het aangetoon dat die betrokke intervensies oorwegend 'n prakties betekenisvolle effek op personeel se kennis, houdings en gedrag gehad het (Weyers, 2004:58-9).

Die resultate van die EPCaP1-studie, tesame met 'n verskeidenheid ander faktore, het daartoe aanleiding gegee dat die Nasionale Kommissaris van Polisie in 2003 opdrag gegee het dat 'n aangepaste vorm van die personeelkapasiteitsbouprogramme deel van die basiese opleiding van al die SAPD se student-konstabels moes uitmaak. Die navorser was 'n lid van een van die werkgroepe wat gedurende September 2003 saamgestel is om dié nuwe intervensie te ontwikkel. In hul taakuitvoering het die werkgroepe die reeds bestaande, generiese personeelkapasiteitsbouprogramme as basis gebruik, maar die inhoud en aanbieding is aansienlik aangepas om in die eiesoortige behoeftes en omstandighede van student-konstabels te voorsien. Die resultaat van hierdie proses was die nuwe *"Selfbestuursprogram/ Managing Yourself Programme"* (voortaan genoem die "program") wat aan die begin van 2004 tot stand gekom het.

Die program is geskryf om aan die vereistes van die South African Qualifications Authority (SAQA) te voldoen. Dit bestaan uit nege modules wat in die vorm van werkswinkels ("workshops") aangebied word.

Dit maak vanaf Julie 2004 Tema 3 van die SAPD se Basiese Opleidingsprogram uit en word twee maal per jaar (Januarie en Julie) tydens elke nuwe inname, aan ongeveer 4000 student-konstabels per inname aangebied.

In 2004 is daar met 'n omvattende ondersoek na die effek van die nuwe program begin. By dié ondersoek, wat gerieflikheidshalwe die Evaluation of Personnel Capacity-building Programmes 2 (EPCaP2)-studie genoem is, is twee Ph.D.-studente betrek. Elkeen sou twee van die program se vier komponente hanteer. Die onderhawige navorsing maak deel van hierdie ondersoek uit.

3. DIE AARD VAN DIE SELFBESTUURSPROGRAM

Die Selfbestuursprogram is in wese 'n personeelkapasiteitsbouprogram. In die konteks van PMWD se sterktebenadering en bedryfsmaatskaplikewerk-fokus, behels so 'n program 'n gestruktureerde intervensiemeganisme wat gebruik word om personeel te bemagtig met die kennis, houdings en gedrag wat nodig is om van hulle veerkragtige ('resilient') persone te maak (vgl. Rooth: 2000:34; Thompson, 2002:xvii; Stutterheim & Weyers, 2004:10). Veerkragtigheid word in hierdie verband gesien 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, 2004:11).

Die doel van die Selfbestuursprogram is om student-konstabels te bemagtig om 'n gebalanseerde werknemer te wees, sowel as om 'n professionele diens aan die gemeenskap te lewer. Die uitkomste van die program word soos volg geformuleer:

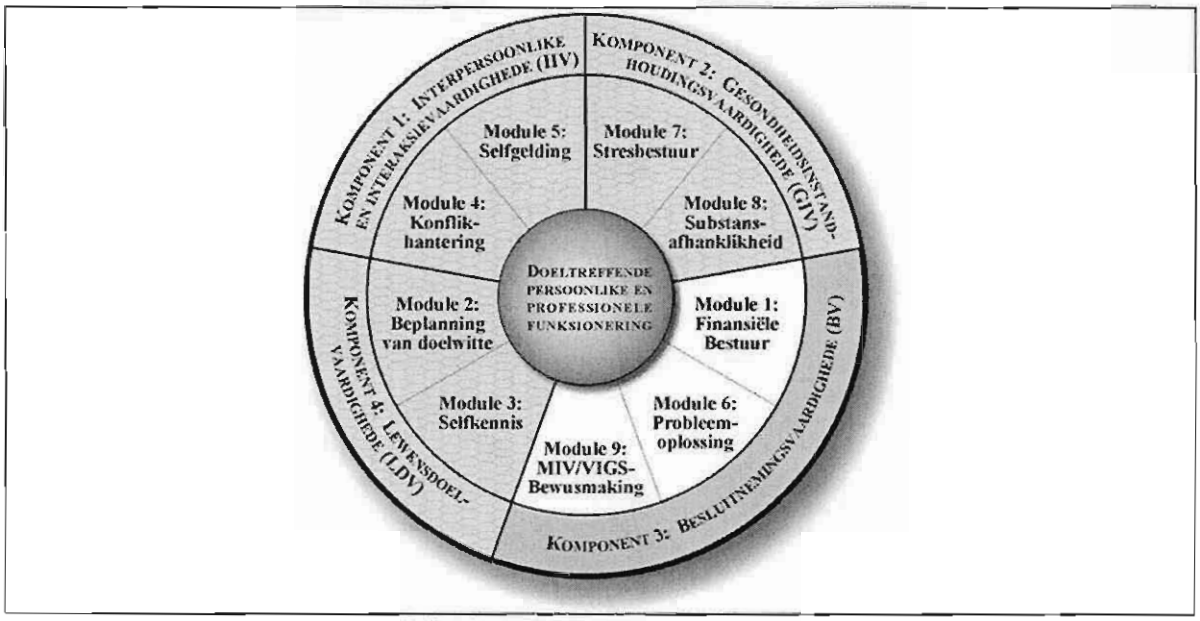
> "On completion of the programme the learner will be able to:
>
> - behave in a professional and responsible manner that is acceptable to the community and the organization and
> - adhere and practice human relations, customer service and organizational criteria in improving the image of the organization participate in organized group activities" (SAPS, 2004[d]:iii).

Die Selfbestuursprogram se modules kan aan die hand van Brooks se taksonomie van lewensvaardighede (Brooks, 1984:359-381; Darden & Gazda, 1996: 3-5, Ginter, 1999:191-203) in vier komponente verdeel word, naamlik:

- Komponent 1: Interpersoonlike en interaksievaardighede (Afkorting: IIV)
- Komponent 2: Gesondheidsinstandhoudingsvaardighede (Afkorting: GIV)
- Komponent 3: Besluitnemingsvaardighede (Afkorting: BV)
- Komponent 4: Lewensdoelvaardighede (Afkorting: LDV)

Soos visueel uitgebeeld in Diagram 1, bestaan die program uit nege modules wat oor 'n tydperk van vyf dae (40 kontakuur) aangebied word.

DIAGRAM 1: INDELING VAN DIE SELFBESTUURSPROGRAM VOLGENS BROOKS SE TAKSONOMIE VAN LEWENSVAARDIGHEDE MET BESONDERE BEKLEMTONING VAN KOMPONENT 3



4. DIE AARD VAN DIE BESLUITNEMINGSKOMPONENT

Volgens Brooks (1984:6) en verskeie ander outeurs wat op sy werk voortgebou het (vgl. Ginter, 1999; Darden & Gazda, 1996), omsluit lewensvaardighede al die aangeleerde vaardighede wat vir 'n effektiewe lewenswyse noodsaaklik is. Brooks het, na aanleiding van uitgebreide navorsing, al hierdie vaardighede in vier ontwikkelingsareas ("developmental life-skills areas") verdeel. Dit was die sogenaamde "human relations skills" (interpersoonlike en interaksievaardighede), "health maintenance skills" (gesondheidsinstandhoudingsvaardighede), "decision-making skills" (besluitnemingsvaardighede) en "purpose-in-life-skills" (lewensdoelvaardighede) (Ginter, 1999:196). Hierin verteenwoordig die besluitnemingsvaardighede-komponent die vermoë om 'n probleem te identifiseer, inligting daaroor te verkry, dit te analiseer en te assesseer, oplossings daarvoor te vind en dan te besluit oor die wyse waarop dit gehanteer sal word (Brooks, 1984: 377).

Drie van die Selfbestuursprogram se modules kan as besluitnemingsgesentreerd beskou word. Dit is naamlik Finansiële Bestuur (Module 1), Probleemoplossing (Module 6) en MIV/VIGS-bewusmaking (Module 9). Die inhoud en aanbieding van elk van hierdie modules sal vervolgens afsonderlik bespreek word.

4.1 DIE INHOUD EN AANBIEDING VAN DIE FINANSIËLEBESTUURSMODULE

Die behoefte aan 'n personeelkapasiteitsbou-intervensie wat op finansiële bemagtiging fokus, is reeds deur die Ask Africa-ondersoek (1997:41) van 1997 uitgewys. Die bestaan van hierdie behoefte is verder bevestig deur Polisie Maatskaplikewerkdienste (PSWS, 2001[a]) se dienslewering statistiek wat aangetoon het dat baie personeellede finansiële probleme ervaar en toenemend van sogenaamde kontantlenings ("cash loans") gebruik gemaak het om dié probleme te probeer oplos.

Ten einde die ontstaan van soortgelyke probleme by student-konstabels te voorkom was dit noodsaaklik om ook 'n module oor die bestuur van persoonlike finansies by die Selfbestuursprogram in te sluit. Hierdie module, wat die titel **"Be Money Wise"** gekry het, het ten doel om student-konstabels te onderrig in oordeelkundige finansiële beplanning en bestuur. Dit moet verseker dat hulle nie finansiële probleme ontwikkel wat negatief op hul funksionering as individue en polisielede inwerk nie en wat hul vatbaarheid vir omkopery en bedrog sal verminder.

Die module fokus veral op finansiële kundigheid, dus die vermoë om ingeligte besluite rakende die bestuur en gebruik van geld te neem (vgl. Knott, 2003). Die spesifieke leerdoelstellings en –doelwitte van die module is soos volg in die tersaaklike opleidingsdokument opgesom:

> "The learning goal of the programme is that the learner will be able to utilize acquired knowledge and skills to secure financial freedom.
>
> The learner should be able to:
> (i) identify his/her attitude towards money
> (ii) utilize acquired knowledge on budgeting
> (iii) identify ways to eliminate financial difficulties
> (iv) ensure effective planning for future financial freedom
> (v) become aware of the effect that insufficient financial management has on each individual's psycho-social functioning
> (vi) become aware of the true cost of debt
> (vii) utilize acquired knowledge to develop a mind set that would lead to success" (SAPS,2004[b]).

Die module word deur spesiaal opgeleide maatskaplike werkers aangebied. Hulle ontvang ook 'n volledige opleidingspakket bestaande uit leermateriaal, eksperiënsiële oefeninge, voorbeelde van ysbrekers, 'n aanbiedersgids en 'n aanbiedingsplan (PSWS, 2004[b]). Die module word in werkswinkelformaat aangebied en duur ongeveer ses uur. Omdat dit in Engels geskryf is, word die temas, hulpmiddele en belangrikste prosedures in dié taal weergegee.

TABEL 1: DIE TEMAS EN AANBIEDING VAN DIE "BE MONEY WISE"-MODULE

TEMAS	PROSEDURES EN HULPMIDDELE
1. Introduction	▪ Presentation: The nature of money and financial management
2. Attitudes towards money.	▪ "Attitudes towards money" (exercise in workbook) ▪ Small groups discussion ▪ Feedback from the small groups ▪ Large group discussion of theme
3. How to have money in your pocket the day before payday. 3.1 Current financial status 3.2 Clustered expenses 3.3 Who need to draw up a budget? 3.4 How to budget	▪ Presentation: Overview of personal financial situation (exercise in workbook) ▪ Presentation: List of expenses (exercise in workbook) ▪ Presentation: A budget (transparency) ▪ Presentation: Salary advice (example in workbook) ▪ Completion of monthly budget(exercise in workbook)
4. Financial difficulties 4.1 Debt management 4.2 Debt elimination 4.3 Basic principals of saving money 4.4 Resources	▪ Presentation: Debt management ▪ Role play 1 and 2 : Practise negotiation with debtor (scenario's in workbook) ▪ Presentation : Debt elimination plan (example in workbook) ▪ Group exercise : Practical tips for saving (summary in workbook) ▪ Group discussion : Resources listing (Flipchart listing)

5. Future financial freedom 5.1 Wills 5.2 Policies 5.3 Investments 5.4 Savings	▪ Presentation: Financial freedom ▪ Presentation: "Prevention is better than cure" (transparency) ▪ Group discussion: "Prevention is better than cure" (flipchart listing) ▪ Presentation: " SAVE , SAVE" (transparency)
6. Consequences of not planning 6.1 Legal and financial consequences 6.2 Psycho-social consequences	▪ Brain storm by group: Consequences of not planning (flipchart listing) ▪ Feedback by presenter: Highlights of consequeces
7 Financial fundamentals ▪ True cost of debt	▪ Presenter discussion : True cost of debt ▪ Presentation: "House hold items" (transparency) ▪ Presentation: "Owing a car" (transparency) ▪ Presentation: "Buying a house" (transparency) ▪ Discussion
8. Developing a success mindset 8.1 How to open a bank account 8.2 How to apply for a housing subsidy 8.3 How to apply for a State guarantee 8.4 How to apply for official housing 8.5 All about contracts	▪ Group discussion: The aspects of success ▪ Presentation: "Developing a success mind set" (transparency) ▪ Presentation: Practical guidelines
9. Summary	▪ Presentation: Summary and conclusion

Die module se inhoud is op verskeie beginsels geskoei. Slegs die belangrikste hiervan sal vervolgens in oënskou geneem word.

Effektiewe besluitneming word algemeen as die sleutel-suksesfaktor van doeltreffende finansiële bestuur beskou (USB, 2005). Indien 'n persoon die regte gesindheid teenoor geld openbaar, sal feitlik elke ander terrein in sy/haar lewe daarby baat (Winger & Frasca,1995:vii, 5,6; Potgieter, 1997:2). Daarom is dit gepas dat die module se eerste afdeling spesifiek oor hierdie aspek handel. Die student-konstabels kry die geleentheid om stellings te bespreek wat met hul houding teenoor geld verband hou, en tot die slotsom te kom dat geld nie gelykstaande aan geluk, liefde, mag, vryheid, selfwaarde of sekuriteit is nie (Fourie *et al*., 2002:249; Mellan, 1994:72).

McRae (1997:282) beklemtoon dat 'n mens nie sy geldsake suksesvol kan bestuur indien daar nie behoorlik rekord gehou word van sy finansies nie. Om nie te begroot nie is om indirek op 'n ramp af te stuur (Potgieter, 1997:2). Dit is dus uiters belangrik om die begrotingproses met die rekrute te deel. Met 'n voorbeeld van 'n salarisadvies in hul werkboeke, het die student-konstabels die geleentheid gekry om 'n persoonlike begroting op te stel en te analiseer. Belangrike praktiese aspekte, soos om die hele gesin by die opstel van 'n begroting te betrek, word ook gedek (Swart, 1996:25). Inligting oor verskillende soort uitgawes, soos vaste uitgawes, wisselende uitgawes, ensovoorts, word oorgedra om student-konstabels te help om hul begrotings te begryp en te laat klop. Die rol wat besluitneming in die aangaan en prioriteite van uitgawes speel, geniet hiertydens pertinente aandag.

Om skuld te maak is 'n reuseprobleem in die meeste samelewings (McRae, 1997:236). Dit wil voorkom asof skuld die moderne 'siekte' van ons tyd en ook in die SAPD geword het (vgl. Potgieter, 1997:22). Die gevolge hiervan en die proses van skuld-eliminasie is derhalwe relevant en prakties toepasbaar vir die meeste deelnemers. Behalwe vir 'n praktiese stap vir stap skuld-eliminasie-voorbeeld in hul werkboeke, kan die rekrute ook deur middel van rolspel oefen om skuldeisers korrek te hanteer.

Hoe meer skuld 'n persoon het, hoe minder kan hy spaar, want die meeste finansiële reserwes moet gebruik word om uitgawes te dek. Indien daar meer spaargeld is, sal meer fondse beskikbaar wees vir kontantaankope of om skuld af te betaal (Swart, 1996: 478). Daar is dus 'n direkte verband tussen skuld en spaar, wat die volgende tema van die module is. Die groeplede kry die geleentheid om deur middel van 'n bespreking verskillende maniere van spaar te identifiseer. Nadat hul besprekingspunte op 'n blaaibord aangeteken is, word dit met 'n inligtingstuk uit hul werkboeke aangevul. Metodes van spaar, soos byvoorbeeld beleggings, polisse en spaarrekeninge, sowel as die belang van 'n testament, word ook met die deelnemers bespreek, aangesien dit die enigste manier is om werklik finansieel onafhanklik te word (Potgieter, 1997:12).

Finansiële beplanning het 'n direkte invloed op 'n persoon se algehele funksionering (Winger & Frasca, 1995:6). Daarom kry die groep die geleentheid om deur middel van 'n dinkskrum die gevolge van swak finansiële bestuur te verken. Hul antwoorde word ook op 'n blaaibord aangeteken en met voorbeelde van psigososiale, wetlike en ander uitvloeisels van swak finansiële bestuur aangevul.

Die ware kostes betrokke wanneer items op skuld aangekoop word, word daarna deur middel van transparante aan die rekrute oorgedra. Hulle word ook gewaarsku om korttermynskuld met hoë rentekoerse (die sg. "cash loans") te vermy. Daarna word inligting aangaande die finansiële hulpbronne binne die SAPD oorgedra en student-konstabels se praktiese finansiële situasie binne die polisie in terme van behuisings- en mediese voordele gedek.

Die laaste kerntema wat in die module aandag geniet, handel oor die belangrikheid van die ontwikkeling van 'n sukses-ingesteldheid. Hierin word gefokus op deelnemers se houding rakende hul persoonlike finansies, die rol wat korrekte finansiële besluite in hierdie verband speel en die noodsaaklikheid om hierdie houdings en besluite tot praktiese uitvoering te bring.

Al die temas dra gesamentlik daartoe by om die doel van die module te bereik, naamlik om die student-konstabels met die kennis, houdings en vaardighede toe te rus wat nodig is om hul finansiële vryheid te verseker.

4.2 DIE INHOUD EN AANBIEDING VAN DIE PROBLEEMOPLOSSINGSMODULE

'n Probleemoplossingsmodule is by die program ingesluit omdat dit allerweë as 'n kern-lewensvaardigheid beskou word (vgl. Ginter, 1999:196; Maree & Ebersohn, 2002:86; Shafer, 2001:218). Dit is veral vir student-konstabels van belang omdat effektiewe probleemoplossingsvaardighede 'n voorvereiste vir effektiewe gemeenskapspolisiëring is (Engel & Worden, 2003:137) en oor die algemeen tot die produktiwiteit van werknemers bydra (Darden & Gazda, 1996:4; Smith, 1991: module 2:10). Die besondere vaardighede wat by deelnemers ontwikkel moet word, is om abstrak en reflekterend te dink, om buigbaar te wees en om na alternatiewe oplossings vir beide kognitiewe en sosiale probleme te soek (Stutterheim & Weyers, 2004:4).

Soos in die geval van al die ander modules, mag dié een ook net deur spesiaal opgeleide maatskaplike werkers aangebied word. Hierdie werkswinkel duur gemiddeld 120 minute. Die temas wat gedek word, word in Tabel 2 opgesom.

TABEL 2: DIE TEMAS EN AANBIEDING VAN DIE PROBLEEMOPLOSSINGSMODULE

TEMAS	PROSEDURES EN HULPMIDDELE
1. Introduction	▪ Orientation: presenter
2 What is a decision?	▪ Exercise: "Cave rescue" or "Nuclear war" (Workbook) ▪ Completion of the exercise in small groups ▪ Feedback from the small group exercise ▪ Discussion: presenter
3. Why is it difficult to make decisions?	▪ Presentation: presenter
4 The problem solving strategy – six steps 4.1 Check your attitude 4.2 Analyse the problem 4.3 Finding alternative solutions 4.4 Decision making 4.5 Planning and implementing a solution 4.6 Evaluate whether the problem has been solved	▪ Presentation: presenter ▪ Discussion in small groups: "The problem-solving strategy – six steps" ▪ Evaluation of application of the six steps: small groups ▪ Feedback and discussion
5. Problem solving: a summary of the six steps	▪ Summary and conclusion: presenter

Die beperkte tyd wat tydens die program aan die module afgestaan kan word, bring mee dat slegs die belangrikste komponente van suksesvolle probleemoplossing daartydens gedek kan word. Daarom word daar, ná die oorsig van die aard en verloop van die module, onmiddellik met 'n uiteensetting van die aard en implikasies van besluitneming en probleme begin. In hierdie verband word 'n probleem omskryf as enige situasie of taak (teenswoordig of geantisipeerd) wat 'n respons van aangepaste funksionering vereis, maar waarvoor daar, weens die teenwoordigheid van een of meer struikelblokke, geen effektiewe respons onmiddellik sigbaar of beskikbaar is nie (McGuire, 2001:212). Die module fokus veral op die individu se houding teenoor probleme en die struikelblokke rakende besluitneming wat tydens die probleemoplossingsproses kan voorkom.

Die module se fokus op besluitneming sluit aan by Potgieter (1998:218) se siening dat gesonde persoonlike funksionering tot 'n groot mate bepaal word deur die individu se vermoë om "goeie" besluite te kan neem. Hy of sy behoort dus die vaardigheid aan te leer om besluite te neem wat groei en onafhanklikheid sal bevorder. Hierdie konsep word deur middel van 'n bespreking oorgedra. Daarna word die groep in 'n aktiwiteit betrek waartydens 'n probleem binne kleingroepverband opgelos moet word. Hul probleemoplossingsvaardighede word aan die hand van 'n wetenskaplike probleemoplossingsmodel geëvalueer en relevante bykomende kennis word met behulp van 'n diagram, asook 'n verdere bespreking, oorgedra. Die rekrute word dus aktief in die proses van inligtingsoordrag betrek en toepaslike voorbeelde word op 'n praktiese wyse benut. Tydens hierdie proses word die belangrike rol van toepaslike besluitneming deurlopend beklemtoon.

4.3 DIE INHOUD EN AANBIEDING VAN DIE MIV/VIGS-BEWUSMAKINGSMODULE

Die laaste besluitnemingsgefokusde module van die Selfbestuursprogram handel oor MIV/VIGS. Aldus die module se uitkomste, moet die rekruut aan die einde daarvan:

- kan onderskei tussen feite en mites oor MIV en VIGS,
- kan identifiseer wat sy/haar persoonlike risikofaktore ten opsigte van MIV-infeksie is,
- kan identifiseer wat sy/haar persoonlike waardes en positiewe redes is om gesond te bly,
- kan beskryf wat MIV-voorkomingstrategieë is,

- vaardighede kan demonstreer wat MIV-infeksie verhoed,
- persoonlike verantwoordelikheid kan aanvaar vir sy/haar eie keuses en gedrag, en
- vaardighede kan demonstreer en verantwoordelikheid aanvaar vir die bevordering van goeie gesondheid vir hulself en ander (PSWS, 2002: 1-3).

Omdat die voorkoming van MIV-infeksies en die hantering van persone wat deur die virus geïnfekteer en geaffekteer is, 'n prioriteit van die SAPD is (SAPS, 2000), word agt leerure tydens die opleiding aan dié module afgestaan. Hierdie breedvoerige aandag word egter ook genoodsaak deur die feit dat, alhoewel die titel van die module net van bewusmaking melding maak, dit eintlik rekrute toerus met al die kennis, houdings en vaardighede wat nodig is om effektiewe besluite rakende risiko- seksuele gedrag te neem. Die wyse waarop hierdie oogmerk nagestreef word, word in Tabel 3 opgesom.

TABEL 3: DIE TEMAS EN AANBIEDING VAN DIE MIV/VIGS-BEWUSMAKINGSMODULE

TEMAS	PROSEDURES EN HULPMIDDELE
1. Introduction	▪ Presentation: Course summary, rationale and outcomes (transparencies) ▪ Icebreaker : Sixteen Candles Exercise / Find someone who (questionnaire in workbook)
2. Defining HIV and its impact	▪ Discussion: Overview of HIV/AIDS (True & false questions - transparencies) ▪ Discussion: HIV/AIDS and the immune system ▪ Discussion: Sexual Transmission (transparencies) ▪ Discussion: Global picture and impact of HIV (transparencies) ▪ Discussion: SAPS members at risk (transparency)
3. HIV Prevention	▪ Discussion: HIV infection and AIDS ▪ Complete Facts & Opinions survey (survey in workbook) ▪ Discussion: Feedback from small groups (Facts & Opinions survey in workbook) ▪ Demonstration: Presenter demonstrates male and female condom use, as well as its use during oral sex. Afterwards the recruits demonstrate the skills to rest of group (condoms & illustrations and explanations are in workbook) ▪ Discussion: Positive attitude towards the use of condoms
4. Substance abuse, HIV and STI's	▪ Group discussion and feedback: STI's, HIV and AIDS attitude and knowledge (questionnaire in workbook): ▪ Presentation: The effects of alcohol and other drugs and their relationship to behaviours that put you at risk for HIV/STI's (transparency)
5. HIV Risk assessment and prevention strategies	▪ Presentation: Introduction to risk factors ▪ Completion of questionnaire: Individual risk Assessment (questionnaire in workbook) ▪ Small group discussion & feedback on flipchart: Risk factors for HIV/STD infection (guidelines for group leaders of small groups in workbook). ▪ Feedback & discussion in bigger group: Risk factors (guidelines in workbook) ▪ Presentation: Guidelines for negotiating safer sex (transparencies) ▪ Small group discussion: Strategies for HIV Prevention and behaviour change (scenarios in workbook) ▪ Summarise: Guidelines for negotiating safer sex (transparencies) ▪ Brainstorm in small groups and discussion in bigger group: Occupational exposure and procedure to reduce the risk of HIV transmission (transparency)
6. Voluntary counselling and testing	▪ Small group discussion by two groups: Each discuss the advantages or disadvantages of voluntary testing (transparency) ▪ Feedback in bigger group and listing on flipchart: Advantages or disadvantages of voluntary testing (transparency) ▪ Discussion: The advantages and risks voluntary testing ▪ Discussion: Confidentiality re testing (transparency) ▪ Discussion: Informed consent (transparency) ▪ Discussion: Rights regarding having an HIV test (transparency) ▪ Discussion: Different kind of tests (transparency)

	▪ Discussion: Care and support for people who are HIV positive (transparency) ▪ Recruit's pledge: Commitment to reduce the risk for HIV infection and other STI's (handout in workbook)
7. Review of HIV-prevention and behaviour change issues	▪ Summary: Presenter summarises the basic facts about HIV and AIDS ▪ Discussion: Risk factors regarding HIV transmission ▪ Presentation: Efficacy of using condoms ▪ Presentation: Strategies to prevent the spread of HIV and other STI's (transparencies) ▪ Written personal contract: Responsibility re effective HIV prevention with others ▪ Presentation: Conclusion

Alhoewel daar baie inligting oor MIV/VIGS in die media is, is dit steeds nodig om die aard daarvan aan die begin van die module te verken. Die rede hiervoor is dat navorsing getoon het dat baie Suid-Afrikaners nog onkundig op hierdie gebied is en meestal slegs weet dat dit dodelik is en deur seksuele kontak oorgedra word (vgl. Van Wyk & Tshivase, 2005: 69). Die prakties betekenisvolle toename in rekrute se kennis wat deur die module teweeg gebring is (sien opskrif 7.5), het getoon dat dieselfde situasie by dié groep geheers het.

In die module word die aard van en mites rakende MIV/VIGS, die effek daarvan op die immuunstelsel en die oordrag van die MI-virus deur seksuele kontak, met behulp van verskeie vraelyste, transparante en groepbesprekings gedek. Daar word ook op die SAPD-lede as 'n hoërisikogroep gelet. Die redes hiervoor sluit die volgende in:

- Uniformdraende beroepe word vanweë hul werksomstandighede soos mobiliteit en afgedeelde dienste aan groter risiko's blootgestel.
- Die oorgrote meerderheid van die manlike polisiebeamptes tussen die ouderdomme 25 tot 35 jaar is in die hoërisiko-ouderdomsgroep vir MIV-infeksie.
- Die aard van polisiebeamptes se werk (bv. die hantering van die slagoffers van skietvoorvalle en ongelukke) stel hulle meer bloot aan die nie-seksuele oordraging van die MI-virus (Schönteich, 2003:4).

Die SAPD se MIV/VIGS-bewusmakingsmodule ondersteun die gebruik van kondome ten einde VIGS te voorkom en moedig 'n positiewe houding ten opsigte daarvan aan. Daarom word die hantering van kondome en vrouekondome deur die aanbieder gedemonstreer en word dit ook in die rekrute se werkboek geïllustreer. In die hantering van die tema: "HIV prevention", word klem geplaas op die individu se keuse van seksuele praktyke en hoe om laerisiko-praktyke tot uitvoering te bring. So word hulle geleer hoe om assertief teenoor hul maats op te tree wanneer hulle gedwing word om in seksuele praktyke betrokke te raak wat nie veilig of aanvaarbaar is nie.

Tema vier fokus op gedrag wat die risiko van MIV-infeksies kan verhoog. Die gebruik van alkohol en dwelms is ingesluit omdat daar gevind is dat dit riskante seksuele praktyke aanmoedig (Gradwell, 2004:133). Daar is ook gevind dat die teenwoordigheid van seksueel-oordraagbare siektes 'n persoon meer kwesbaar vir MIV-infeksie maak en dat dit die graad van infeksie verhoog by iemand wat alreeds MIV-positief is (Adler, 2001:105). Deur die gebruik van vraelyste en kleingroepbesprekings kry die student-konstabels geleentheid om oor hul eie keuses ten opsigte van MIV-infeksie en seksueel-oordraagbare siektes na te dink.

In tema vyf word inligting oor ander risiko's, verantwoordelikhede en die hantering van blootstelling aan MIV-infeksie in die werksplek deur middel van 'n visueel-verbale bespreking oorgedra. Ná afloop

van die module weet die student-konstabels wat die regte prosedure in geval van beroepsrisiko's is ten einde hulself of 'n kollega te help.

Die kwessie van vrywillige berading en toetsing word tydens tema ses breedvoerig met die groep bespreek. Dit dek onder andere die individu se regte ten opsigte van toetsing, die voor- en nadele daaraan verbonde en die tipe toetse wat gedoen kan word. Gesamentlik stel dit die individu in staat om 'n ingeligte besluit rakende toetsing te kan neem. In die tema word daar ook gelet op toepaslike houdings teenoor persone wat MIV-positief is en word rekrute die geleentheid gebied om vrywillig 'n onderneming te teken waartydens hulle hul verbind om leiers op die gebied van MIV/VIGS-voorkoming te raak.

5. DIE NAVORSINGSONTWERP EN -PROSEDURE

Die ondersoek waarop hierdie uiteensetting gegrond is, is nasionaal by al die SAPD-Opleidingskolleges geloods en student-konstabels van alle rasse en geslagte is geteiken. Die ontwerp wat hiertydens gebruik en die prosedure wat gevolg is, sal vervolgens aandag geniet.

5.1 DOELSTELLINGS

Die kerndoelstellings van die ondersoek was:

- om te bepaal of die modules van die besluitnemingskomponent van die Selfbestuursprogram aan die vereistes vir sodanige intervensies voldoen;
- om met behulp van 'n empiriese ondersoek die effek van die modules op student-konstabels te meet; en
- om, aan die hand van die resultate wat met die teoretiese en empiriese ondersoek verkry is, riglyne vir die verbetering van die modules en aanbieding daar te stel.

5.2 NAVORSINGSONTWERP

Daar is van 'n klassieke eksperimentele navorsingsontwerp, ook bekend as die 'randomised pretest-posttest control group design' (Fouche & De Vos, 2002:147), gebruik gemaak. Vir elk van die modules, het die eksperimentele groep uit ongeveer 400 en die kontrolegroep uit ongeveer 120 ewekansig geselekteerde student-konstabels bestaan.

5.3 NAVORSINGSPROSEDURE

Die proses wat in die ondersoek gevolg is, kan in ses stappe verdeel word. Dit is naamlik die literatuurstudie, die ontwerp en toetsing van meetinstrumente, die meting van die intervensies se korttermyneffek, die meting van die modules se langtermyneffek, die bepaling van die intervensies se opbrengs op belegging ("return on investment/ROI") en die voltooiing van die navorsingsverslae. Die kerninhoud van elk van hierdie stappe word vervolgens weergegee.

5.3.1 Stap 1: Die literatuurstudie

Ten einde die inhoud en aanbieding van die gegewe modules te kon evalueer en met die formulering van die meetinstrumente te help, is daar eerstens 'n omvattende literatuurstudie na hul teoretiese begronding en die

aard van lewensvaardighede, program-aanbieding en program-evaluasie onderneem. Die bronne wat hiertydens geraadpleeg is, het SAPD-dokumentasie, navorsingspublikasies, boeke, tydskrifte van Suid-Afrikaanse en buitelandse oorsprong en internetgebaseerde databasisse ingesluit. Benewens maatskaplikewerkbronne, is literatuur vanuit aanverwante dissiplines soos bestuur, opvoedkunde, kriminologie en psigologie geraadpleeg. Deur die verkreë data met die inhoud en aanbieding van die modules te vergelyk, kon daar bepaal word dat die betrokke intervensies wel aan teoretiese vereistes voldoen.

5.3.2 Stap 2: Die ontwerp en toetsing van die meetinstrumente

'n Totaal van 14 vraelyste moes vir die ondersoek na die effek van die besluitnemingskomponent ontwerp word. Dit het bestaan uit die vraelyste wat per module tydens die voor- en natoetsing van onderskeidelik die eksperimentele en kontrolegroepe gebruik sou word. Hierdie vier sogenaamde 'KHG-vraelyste' is ontwerp om die verandering in die twee groepe se kennisvlakke, houdings en gedrag (KHG) voor en na afloop van die intervensie te meet. Deur van 'n stelsel van geheime kodes gebruik te maak kon elke respondent se twee vraelyste met mekaar verbind word sonder om die betrokkene se identiteit bekend te maak.

Die tweede stel meetinstrumente het uit 'n aanbiedings- en 'n aanbiedersevaluasievraelys bestaan. Hul ontwerp is gebaseer op soortgelyke vraelyste wat met sukses tydens die vorige EPCaP-studie gebruik is (Huisamen, 2004:185-8).

Die prosedure wat in die ontwikkeling en verifiëring van die meetinstrumente gebruik is, is die volgende:

- As eerste stap is data, afkomstig uit die literatuurstudie en vorige EPCaP-studie, tesame met die inhoudelike van die nuwe modules gebruik om konsep-vraelyste te ontwerp.
- Ten einde die verstaanbaarheid van die nuwe vraelyste te bepaal is dit op 4 Junie 2004 aan vyf evalueerders voorgelê. Dié evalueerders is persoonlik deur die navorser gewerf en het uit twee polisie-konstabels, 'n onlangse skoolverlater, 'n polisie-maatskaplike werker en 'n Afrikaans onderwyser bestaan (sien Addendum 20a). Alhoewel die betrokkenes die vraelyste oor die algemeen positief ervaar en as verstaanbaar beskou het, het hul response aangedui dat bepaalde vrae en skale verder aangepas moes word.
- Die aangepaste vraelyste is vanaf 21 tot 24 Junie 2004 tydens fokusgroepe met 'n paneel van deskundiges bespreek. Dié paneel het uit drie maatskaplikewerk-dosente, twee polisie-maatskaplike werkers en een sielkunde-dosent bestaan (sien Addendum 20b). Die doel van die fokusgroepe was om die relevantheid, asook inhouds- en kriteriumgeldigheid (vgl. Jackson, 2003:44-5; Creswell, 2003:157-8) van elke vraag en skaal te bepaal. Hierdie proses het tot die indringende verandering van verskeie skale gelei.
- Al die vraelyste is daarna tydens 'n omvangryke loodsondersoek getoets. Die ondersoekgroep het uit vier pelotonne student-konstabels bestaan wat vanaf 26 tot 30 Julie 2004 die Selfbestuursprogram by die Pretoria en Oudtshoorn SAPD-Opleidingskolleges deurloop het. Gemiddeld 131 respondente per module is hierby betrek. Al die data wat hiertydens gegenereer is, is in oorleg met die Statistiese Konsultasiedienste van die Noordwes-Universiteit (Potchefstroomkampus) en met behulp van die SASS rekenaarpakket (SASS Institute Inc., 1999) geanaliseer. Die resultate is gebruik om die vraelyste finaal vir die hoofondersoek voor te berei.

5.3.3 Stap 3: Die meting van die intervensies se korttermyneffek

Die hoofondersoek na die korttermyneffek van elk van die modules het vanaf 24 tot 29 Januarie 2005 by al sewe die SAPD-Opleidingskolleges, wat op daardie stadium met basiese opleiding in die land gemoeid was, plaasgevind (sien opskrif 5.4). Die data wat hiertydens ingesamel is, is daarna aan volledige statistiese analise onderwerp en geïnterpreteer.

5.3.4 Stap 4: Die meting van die intervensies se langtermyneffek

Die langtermyneffek van die intervensies is vanaf 1 tot 19 Augustus 2005, dus ongeveer sewe maande na die aanvanklike aanbiedings, met behulp van fokusgroepe bepaal. Die data wat hiertydens ingesamel is, is daarna ook geanaliseer en geïnterpreteer.

5.3.5 Stap 5: Die bepaling van die intervensies se opbrengs op belegging

Al die data wat tydens die meting van die modules se lang- en korttermyneffek ingesamel is, is gekombineer met bykomende inligting wat vanaf die SAPD en ander bronne bekom is om hul opbrengs op belegging ("return on investment/ROI") te bepaal (sien Artikel 4).

5.3.6 Stap 6: Die voltooiing van navorsingsverslae

Die laaste stap van die navorsingsproses het uit die teboekstelling van die navorsingsresultate en -implikasies bestaan.

5.4 ONDERSOEKGROEPE

Daar was gemiddeld 546 respondente by die effekmeting van elke module betrokke. Dit het bestaan uit 400 lede van eksperimentele groepe, 120 van kontrolegroepe, die 14 maatskaplike werkers wat die program-aanbiedings hanteer het en die 12 lede van fokusgroepe. Dié deelnemerskorps verteenwoordig 12.9% van die totale populasie van 4 249 rekrute wat in Januarie 2005 opleiding ontvang het (sien Addendum 22). Dit is in lyn met 'n steekproefgrootte van 10% tot 14% wat gewoonlik vir ondersoeke van dié omvang gestel word (Strydom & De Vos, 1998:192-3).

Die eksperimentele en kontrolegroepe is op 'n gestratifiseerde, ewekansige wyse geselekteer (vgl. Strydom, 1999:55,69; Zechmeister & Posavac, 2003:11). Die stratifikasie het daaruit bestaan dat die vier opleidingskolleges waaruit lede vir die eksperimentele groep getrek sou word, so verteenwoordigend as prakties moontlik van geografiese areas van Suid-Afrika moes wees. Dit sou meehelp om die demografiese kenmerke van respondente (soos bv. taal- en kultuurverspreiding) verteenwoordigend van die totale rekruut-populasie te maak. Die lede van die kontrolegroep sou dan uit die oorblywende drie opleidingskolleges geselekteer word wat ook demografies verspreid moes wees. Dié kolleges moes ook bereid wees om die aanbieding van hul Selfbestuursprogram met 'n week uit te stel om die kontrolegroepe te akkommodeer. Die resultaat van hierdie proses, tesame met die getal pelotonne wat uit elke kollege getrek is, word in Tabel 4 opgesom.

TABEL 4: SELEKTERING VAN OPLEIDINGSKOLLEGES EN GETAL PELOTONNE

PROVINSIE	KOLLEGE	EKSPERIMENTELE GROEP (PELOTONNE)	KONTROLEGROEP (PELOTONNE)
Gauteng	Pretoria	4 Pelotonne	
	Jakkalsdans	2 Pelotonne	
Wes-Kaap	Philippi		2 Pelotonne
	Oudtshoorn	4 Pelotonne	
	Graaff-Reinet		2 Pelotonne
Oos-Kaap	Bisho	4 Pelotonne	
KwaZulu-Natal	Chatsworth		1 Peloton

Al die pelotonne is op 'n ewekansige wyse geselekteer. Die 14 vanaf die Pretoria-, Jakkalsdans-, Oudtshoorn- en Bisho-Opleidingskolleges het gemiddeld 400 eksperimentelegroeplede per module opgelewer. Hierteenoor het Graaff-Reinet, Chatsworth en Philippi se vyf pelotonne wat die kontrolegroep gevorm het, gesamentlik uit 120 rekrute bestaan. Hulle het op dieselfde tydstip as die eksperimentele groep hul vraelyste voltooi sonder om aan die program blootgestel te word. Dit is eers 'n week later vir hulle aangebied.

In die beoordeling van die graad waartoe die ewekansig geselekteerde deelnemers as verteenwoordigend van die populasie beskou kan word, is daar van drie primêre kriteria gebruik gemaak. Dit was onderskeidelik die mate waartoe hul getal-, geslag- en rassamestelling persentasiegewys met dié van die kolleges en die populasie ooreen gestem het. In dié beoordeling is daar van die standpunt uitgegaan dat 'n kategoriepunt-verskil (dus 10% +) beduidend sou wees, terwyl 'n verskil van tussen 5% en 9.9% as klein en onder 5% as onbeduidend beskou moes word.

Die getalverspreiding van eksperimentele en kontrolegroepe in terme van opleidingskolleges word in Tabel 5 opgesom.

TABEL 5: VERSPREIDING VAN EKSPERIMENTELE EN KONTROLEGROEPE IN TERME VAN OPLEIDINGSKOLLEGES

KOLLEGES	OUDTS-HOORN	PRETORIA	BISHO	JAKKALS-DANS	GRAAFF-REINET	CHATS-WORTH	PHILIPPI	ONG.*	TOTAAL (n)
Kolleges se populasie	374 (8.8%)	1 978 (46.55%)	783 (18.43%)	169 (3.98%)	347 (8.17%)	143 (3.37%)	455 (10.71%)		4 249 (100%)
Potensiële eksperimentele groep	374 (11.32%)	1 978 (59.87%)	783 (23.7%)	169 (5.12%)					3 304 100%
Potensiële kontrole-groep					347 (36.72%)	143 (15.13%)	455 (48.15%)		945 100%
Module 1: Finansiële Bestuur									
Eksperimentele groep	108 (25.96%)	170 (40.87%)	138 (33.17%)						416 (100%)
Kontrole-groep					30 (25.21%)	32 (26.89%)	56 (47.06%)	1 (0.84%)	119 (100%)

Module 6: Probleemoplossing									
Eksperimentele groep	107 (26.42%)	102 (25.19%)	138 (34.07%)	58 (14.32%)					405 (100%)
Kontrolegroep						48 (45.28%)	57 (53.77%)	1 (0.94%)	106 (100%)
Module 9: MIV/VIGS-bewusmaking									
Eksperimentele groep	106 (28.04%)	134 (35.45%)	137 (36.24%)					1 (0.26%)	378 (100%)
Kontrolegroep					28 (23.14%)	35 (28.93%)	58 (47.93%)		121 (100%)

** Ongespesifiseerd op databasis*

Die genoodsaakde gebruikmaking van pelotonne as meganisme vir die selektering van respondente, tesame met wisselende pelotongroottes, het meegebring dat daar persentasiegewys beduidende verskille tussen die groepe se groottes en die kolleges se populasies voorgekom het. Omdat die groepe egter vanoor die hele land se kolleges getrek is, behoort hierdie verskille in groepgroottes nie 'n ingrypende negatiewe invloed op die verteenwoordigendheid van die metings te hê nie. Hul uiteindelike ras- en geslagsamestelling sou hiervoor as 'n belangriker indikator dien.

Die kriteria van ras en geslag is vir die doeleindes van die ondersoek dikwels saam gebruik en bespreek. Daarom word die betrokke verspreidings in die eksperimentele en kontrolegroepe saam met dié van die totale populasie van die opleidingskolleges in Tabel 6 vervat.

TABEL 6: VERSPREIDING VAN EKSPERIMENTELE EN KONTROLEGROEPE IN TERME VAN RAS EN GESLAG

GROEPE	SWART MAN	SWART VROU	BRUIN MAN	BRUIN VROU	WIT MAN	WIT VROU	INDIËR MAN	INDIËR VROU	TOTAAL (n)
Totale Kolleges-populasie	2 833 (66.67%)	910 (21.42%)	310 (7.3%	113 (2.66%)	43 (1.01%)	20 (0.47%)	19 (0.45%)	1 (0.02%)	4 249 (100%)
Module 1: Finansiële Bestuur									
Eksperimentele groep	268 (64.58%)	83 (20%)	38 (9.16%)	16 (3.86%)	6 (1.45%)	2 (0.48%)	2 (0.48%)	0 (0.00%)	415 (100%)
Kontrolegroep	75 (63.03%)	14 (11.76%)	13 (10.92%)	11 (9.24%)	2 (1.68%)	3 (2.52%)	1 (0.84%)	0 (0.00%)	119 (100%)
Module 6: Probleemoplossing									
Eksperimentele groep	264 (65.19%)	75 (18.52%)	39 (9.63%)	16 (3.95%)	6 (1.48%)	3 (0.74%)	2 (0.49%)	0 (0.00%)	405 (100%)
Kontrolegroep	62 (57.94%)	14 (13.08%)	12 (11.21%)	12 (11.21%)	3 (2.8%)	3 (2.8%)	1 (0.93%)	0 (0.00%)	107 (100%)
Module 9: MIV/VIGS-bewusmaking									
Eksperimentele groep	235 (62.17%)	75 (19.84%)	37 (9.79%)	16 (4.23%)	6 (1.59%)	2 (0.53%)	4 (1.06%)	2 (0.53%)	378 (100%)
Kontrolegroep	76 (62.81%)	14 (11.57%)	13 (10.74%)	11 (9.09%)	2 (1.65%)	3 (2.48%)	0 (0.00%)	2 (1.65%)	121 (100%)

** Totale mag verskil na aanleiding van die getal respondente wat 'n gegewe item voltooi het*

Daar was baie sterk ooreenkomste tussen die ras- en geslagsamestelling van die ondersoekgroepe en dié van die populasie en geen groep het die 10%-afwykingskerf oorskry nie. Waar klein verskille (5%-9.9%) wel voorgekom het, was dit meestal te wyte aan die opleidingskolleges wat geselekteer is. So byvoorbeeld was bruin vrouens ietwat oorverteenwoordig in kontrolegroepe omdat Philippi-Kollege, wat 'n groot hoeveelheid bruin rekrute het (sien Addendum 22), geselekteer is.

Die feit dat die ewekansig geselekteerde eksperimentele en kontrolegroepe se ras- en geslagsamestelling verteenwoordigend van die totale kollege-populasie is, bring mee dat daar met redelike sekerheid gesê kan word dat die uiteindelike metings as verteenwoordigend van die totale rekruut-populasie beskou kan word.

5.5 DATA-INSAMELINGSINSTRUMENTE

Die uniekheid van die Selfbestuursprogram en sy modules het meegebring dat daar nie van gestandaardiseerde vraelyste of skale gebruik gemaak kon word nie. Gevolglik moes totaal nuwe meetinstrumente ontwikkel en gestandaardiseer word.

In die standaardiseringsproses is konsep-vraelyste eers aan leke-evalueerders voorgelê. Daarna is dit deur 'n paneel deskundiges onder hande geneem en laastens is die aangepaste vraelyste in 'n omvattende loodsondersoek gebruik en verder aangepas. Die resultaat van hierdie omvangryke proses was dat net een van die 31 skale wat in die onderhawige ondersoek gebruik is, nie oor 'n aanvaarbare Cronbach alpha koëffisiënt (afgekort met "CA" of α) beskik het nie (sien Tabel 7). Die betrokke skaal se gebrek aan betroubaarheid het meegebring dat dit nie gebruik kon word om die bestaan of afwesigheid van verandering te bewys nie (vgl. Elmes *et al.*, 2003:59-60, 144-5; Zechmeister & Posavac, 2003:194-7). Hierdie probleem is op twee wyses oorbrug. Dit was om die resultate van sy individuele vrae as indikatore van effek te benut en om van triangulering gebruik te maak.

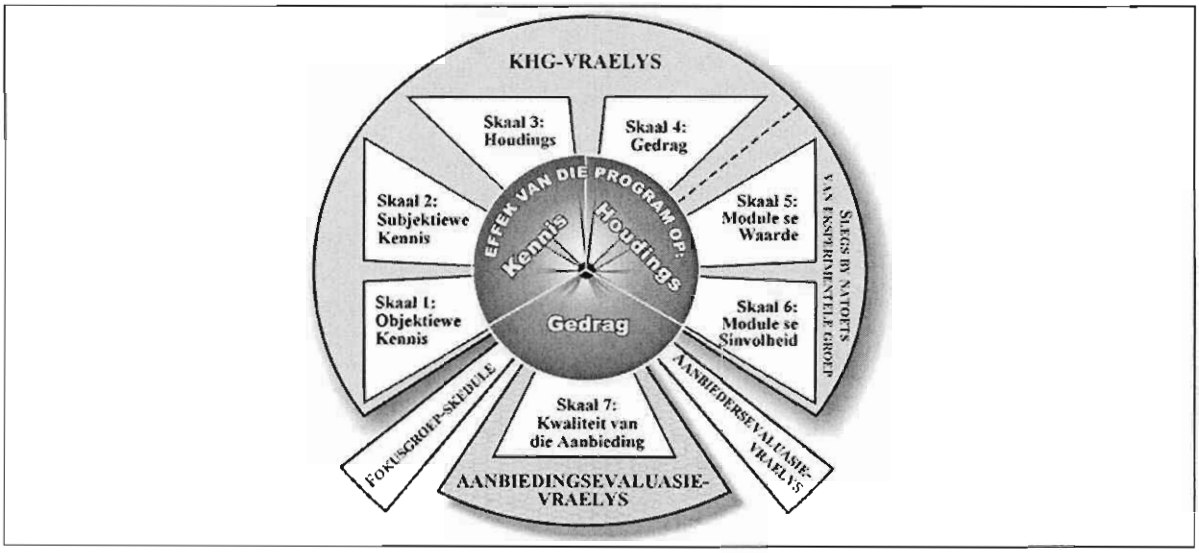
Hilton (2002) definieer triangulering soos volg: "Triangulation in research refers to the combination of two or more theories, data sources, methods, or investigators in one study of a single phenomenon to converge on a single construct." Die doel hiervan is " to capture a more complete, holistic and contextual portrayal and reveal the varied dimensions of a given phenomenon" (Hilton, 2002), asook om die konstantheid van die metings te toets (Patton, 2002:248).

In die ondersoek is daar veral van die sogenaamde intra-metode ('intra-method") (Sarantakos, 1998:168), ook genoem die binne-metode ('within-method') (Bryman, 2003) van triangulering gebruik gemaak. Dit behels die benutting van meervoudige instrumente om dieselfde verskynsel, naamlik die effek van die program, te meet en om die resultate met mekaar in verband te bring (Mark, 1996:220; Patton, 2002:556,559-560, Ritchie, 2003:46). Hierdie proses het nie net die tekortkominge van individuele skale oorbrug nie, maar ook die resultate van al die skale geïntegreer.

In die ondersoek is daar van vier tipes vraelyste en skedules gebruik gemaak. Die eerste was die sogenaamde KHG-vraelyste. Met uitsondering van die MIV/VIGS-metings het elkeen twee kennis-, een houdings- en een gedragskaal bevat en is deur beide die eksperimentele en kontrolegroepe voltooi. Die MIV/VIGS-vraelys het voorsiening gemaak vir 'n addisionele houdingskaal. Die module se aanbiedingsevaluasievraelys het uit drie skale bestaan. Dit het onderskeidelik die waarde, sinvolheid en

kwaliteit van die module-aanbieding gedek en is slegs deur lede van die eksperimentele groepe voltooi. Die derde vraelys, te wete die aanbiedersevaluasievraelys, is deur die maatskaplike werkers voltooi wat die betrokke modules aangebied het. Dit is slegs as 'n sekondêre meetinstrument benut deurdat dit nie aan dieselfde hoëvlak statistiese analise as die ander onderwerp kon word nie. Daar is vierdens 'n skedule ontwerp wat tydens die fokusgroep-besprekings benut is. Dit was veral op die KHG-vraelyste en die sinvolheidskaal se inhoud gegrond en daarop gemik om die langtermyneffek van die modules op 'n gesistematiseerde wyse te bepaal. Die wyse waarop al die instrumente binne die konteks van triangulering met die meting van die program-uitkomste verband hou, word in Diagram 2 uitgebeeld.

DIAGRAM 2: DIE SAMESTELLING VAN VRAELYSTE EN WYSE WAAROP TRIANGULERING IN DIE ONDERSOEK BENUT IS



Die aard en inhoudelike van die data-insamelingsinstrumente sal vervolgens van nader beskou word.

5.5.1 Die KHG-vraelyste

Alhoewel sogenaamde 'KAB'- of 'KAP' (knowledge, attitudes and behaviour and/or practices) –analises nog skaars is in maatskaplike werk, word dit alreeds vir 'n geruime tyd in opvoedingsgerigte navorsing op die gesondheids-, opvoedkundige, ekonomiese en maatskaplike bemarkingsterreine benut (Berger *et al.*, 1994; Mitchell & Kaufman, 2002; Donati *et al.*, 2000; WPDCE, 1999; Weinreich, 1999). Die betrokke tipe ondersoeke is gegrond op die beginsel dat menslike funksionering in drie dimensies verdeel kan word, naamlik die kognitiewe (denke), affektiewe (emosies/gevoelens) en konatiewe (gedrag) (Thompson, 2002:xvii). In KHG (kennis, houding, gedrag) –ondersoeke word daar, onder andere, van die standpunt uitgegaan dat die drie dimensies verwant is, maar nie noodwendig liniêre verbande toon nie. So het talle ondersoeke al getoon dat verandering in een dimensie nie noodwendig tot verandering in 'n ander aanleiding gee nie (bv. 'n toename in kennis verander nie noodwendig houdings nie) of dat die bewerkstelliging van 'n verandering in een dimensie (bv. houdings) nie noodwendig 'n voorvereiste vir verandering in 'n ander dimensie (bv. gedrag) is nie (vgl. Akade, 2001:248-251; McCann & Sharkey, 1998: 268-9; Elkind, 1993: 171).

Aan die hand van die program-inhoud en literatuurstudie is daar vir die onderhawige ondersoek skale ontwerp wat die deelnemers se sogenaamde 'objektiewe' en 'subjektiewe' kennis (Skale 1 & 2), asook

houdings (Skaal 3) en bestaande/beoogde gedrag (Skaal 4) meet. In die MIV/VIGS-vraelys is 'n vyfde skaal bygevoeg. Dit het spesifiek op respondente se gevoelens rakende MIV/VIGS-verwante aangeleenthede gefokus en as 'n toevoeging tot die bestaande houdingskaal gefunksioneer.

Ten einde die kennis-komponent effektief te meet moes daar op twee fasette van hierdie dimensie gefokus word. Eerstens is die respondente se bemeestering van die feitelike kennis van die onderwerpe getoets. Die objektiewe kennisskaal was dus in wese 'n kennistoets. Hierteenoor het die subjektiewe kennisskaal op die respondente se persepsie van hul kennisvlakke gefokus (Jarvis, 1990:190,249,332). Hulle moes dus hierin 'n (subjektiewe) self-evaluasie van hul kennis van bepaalde onderwerpe maak deur vrae soos "My knowledge of debt management can be described as " (sien Addendum 13) te beantwoord.

In die vraelyste is daar oorwegend van Likert-tipe vrae gebruik gemaak. Hierdeur kon die verskil in die respondente se bestaande (in die geval van voortoetse) en nuwe (in die geval van natoetse) kennis, houdings en gedrag gemeet word. Die vraelyste is, in die geval van die eksperimentele groep, aan die begin en einde van elke dag geadministreer. Die kontrolegroepe het op dieselfde tydstip soortgelyke voor- en natoetsvraelyste by ander opleidingsentra voltooi. Sodoende is potensiële omgewingsinvloede verdiskonteer en kon die netto-effek van die modules (intervensie/onafhanklike veranderlike) op die eksperimentele groep bereken word.

In die geval van die natoets by die eksperimentele groep, is 'n tweede gedeelte by die vraelys gevoeg. Dit het bestaan uit vrae waardeur die betrokke deelnemers die algehele waarde (Skaal 5), sowel as die sinvolheid van die module (Skaal 6), moes evalueer.

5.5.2 Die aanbiedingsevaluasievraelys

Een aanbiedingsevaluasievraelys is vir die totale EPCaP2-ondersoek ontwikkel. Dit het uit 23 vrae bestaan wat in vyf afdelings verdeel is. Die eerste vier afdelings het die vier subskale van Skaal 7 uitgemaak en het die volgende omsluit:

- Afdeling 1: Evaluasie van die aanbieder (Subskaal 7.1)
- Afdeling 2: Evaluasie van die aanbieder se aanbiedingsvaardighede (Subskaal 7.2)
- Afdeling 3: Evaluasie van die leerproses (Subskaal 7.3)
- Afdeling 4: Evaluasie van die konteks waarin die program aangebied is (Subskaal 7.4)
- Afdeling 5: Algemeen *(Lengte van die program, tempo van aanbieding, en die balans tussen voordragte en groepsdeelname).*

Die doel van hierdie vraelys was om te bepaal in watter mate die aard en kwaliteit van die aanbieding 'n invloed op die module-effek gehad het. Al die lede van die eksperimentele groep het die betrokke vraelys direk na afloop van die aanbieding voltooi.

5.5.3 Die aanbiedersevaluasievraelys

Die maatskaplike werkers wat die module aangebied het, het deur middel van die aanbieders-evaluasievraelys hul eie aanbiedingsvermoë en vaardighede, asook die sinvolheid van die module, geëvalueer. Hulle kon ook daarop geskrewe aanbevelings vir die verbetering van die program maak.

Om vergelykings moontlik te maak is die betrokke vraelys grootliks op die aanbiedings-evaluasievraelys geskoei. Gevolglik het dit uit die volgende afdelings bestaan:

- Afdeling 1: Selfevaluasie van die aanbieder (*kennis, entoesiasme en vermoë om deelnemers betrokke te maak, moeilike leerstof te verduidelik en materiaal met leerders se kennisvlak in verband te bring)*
- Afdeling 2: Evaluasie van die aanbiedingsvaardighede
- Afdeling 3: Evaluasie van die leerproses
- Afdeling 4: Evaluasie van die konteks waarin die program aangebied is
- Afdeling 5: Evaluasie van die waarde en sinvolheid van die module
- Afdeling 6: Algemeen *(lengte van die program, tempo van aanbieding, balans tussen voordragte en groepsdeelname, kommentaar en aanbevelings oor die inhoud en aanbieding van die onderskeie modules en algemene kommentaar)*

5.5.4 Fokusgroepe

Die langtermyneffek van die modules is ses tot sewe maande na die aanvanklike aanbieding daarvan deur middel van fokusgroepe bepaal (sien opskrif 7.2). Die rede vir die keuse van hierdie navorsingstegniek is dat sodanige groepe as besonder effektief vir die bepaling van verskillende houdings, gevoelens, ervarings en reaksies rakende 'n gegewe onderwerp beskou word (Gibbs, 1997:1).

Die instrumente wat tydens die evaluasie van die besluitnemingskomponent benut is, het gesamentlik meer as 203 900 individuele metings opgelewer. Die wyse waarop dié data verwerk is, word vervolgens in oënskou geneem.

5.6 DIE PROSEDURE EN FORMULES WAT IN DATAVERWERKING BENUT IS

Al die statistiese data wat ingesamel is, is in oorleg met die Statistiese Konsultasiedienste van die Noordwes-Universiteit en met behulp van die SAS-rekenaarprogrampakket (SAS Institute Inc., 1999) geanaliseer. Hierin moes veral drie vrae opeenvolgings beantwoord word. Dit was of die skale op 'n *betroubare* wyse gemeet het, of die vrae *geldig* was en of *verandering* gemeet kon word. Die data wat deur die fokusgroepe gegenereer is, is in temas en tendense gegroepeer en met die interpretasie van die statistiese data geïntegreer.

5.6.1 Die berekening van betroubaarheid

Om die *betroubaarheid* van die tersaaklike meetinstrumente te bepaal is die Cronbach se alpha koëffisiënt (waar van toepassing verkort met "Cronbach alpha" of bloot "α") van elke skaal/subskaal bereken (Gravetter & Forzano, 2003:455). Hierin is 'n telling van 0.5 of hoër as 'n aanvaarbare betroubaarheidskoëffisiënt geneem (vgl. Jackson, 2003:87-91).

In die onderhawige ondersoek het slegs een van die 31 skale (Skaal 1 van Module 1: Finansiële Bestuur) 'n Cronbach alpha-waarde onder 0.5 gehad. Gevolglik kon slegs die effekgrootte van die individuele vrae in hierdie skaal as indikatormetings gebruik word.

5.6.2 Die berekening van geldigheid

Die gesigs-, inhouds- en kriteriumgeldigheid (vgl. Jackson, 2003:44-5; Creswell, 2003:157-8; Elmes *et al.*, 2003:55-9) van individuele vrae is deur middel van leke-evalueerders, 'n paneel deskundiges en 'n omvattende loodsondersoek bepaal en verhoog. Die resultate van die hoofondersoek kan egter as die grootste toets hiervoor beskou word.

5.6.3 Die berekening van verandering/effek

Om prakties betekenisvolle *verandering* te kan meet, is daar van Cohen se d as formule vir die berekening van effekgroottes ("d") gebruik gemaak (Cohen, 1988: 20-7; Steyn, 2000:1-3) Die motivering vir hierdie stap is soos volg:

- As gevolg van die feit dat dit in die onderhawige ondersoek moontlik was om 'n ewekansige steekproef te trek kon die gekose respondente as 'n subpopulasie van die beplande teikenpopulasie beskou word. Die gevolg was dat daar deur middel van inferensiële statistiek na die teikenpopulasie veralgemeen kon word (Steyn, 1999:1-2) en dat die berekening van statistiese beduidendheid (bv. p-waardes) moontlik was.
- Om vas te stel of die program in die praktyk die kennis, houdings en gedrag van SAPD-personeel sal verander, is daar wel van die gestandaardiseerde verskil as effekgrootte gebruik gemaak (vgl. Gravetter & Forzano, 2003:454). Dit behels die verskil tussen die twee gemiddeldes (of gemiddeldes vanaf 'n gegewe waarde) gedeel deur die standaardafwyking (Spatz, 2001:74). Volgens Steyn (2000:3) is dit 'n natuurlike maatstaf om uitsprake van beduidendheid te kan maak.

Die eerste stap in die bepaling van die effek van die program was om die d-waardes van die skale en vrae soos dit op die eksperimentele groep alleen betrekking gehad het, te bereken. Hierdeur kon bepaal word watter invloed die intervensie *binne* die groep uitgeoefen het. Die formule wat hiervoor gebruik is, was die volgende:

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

Waar:

d = effekgrootte

μ_{diff} = gemiddelde verskiltelling in die eksperimentele groep (voortaan "μ_1" genoem)

σ_{diff} = standaardafwyking van verskiltellings

As tweede stap was dit nodig om te bepaal of daar prakties betekenisvolle verskille *tussen* die voor- en natoetstellings van die eksperimentele en kontrolegroepe was, oftewel in Jackson (2003:175) se woorde: "...how big a role the conditions of the independant variable play in determining scores on the dependent variable." Om dit egter te kan doen, moes daar eers bepaal word of die eksperimentele groep ("e") en kontrolegroep ("c") vóór die intervensieprogram (die onafhanklike veranderlike) genoegsaam ooreengestem het om 'n vergelyking tussen die twee moontlik te maak. Dit is gedoen deur per skaal die d-waardes van die twee groepe se voortoetsmetings te bereken en dit met mekaar te vergelyk. Dié verskil moes kleiner as 0.5 wees (in gevalle van groter verskille sou 'n kovariansie- analise noodsaaklik wees). In die ondersoek het al die tersaaklike skale dié toets geslaag. Pocock *et al.* (2002, 2924) het

aangetoon dat, waar vir voortoetstellings gekorrigeer word, dit in elk geval beter is om 'n kovariansie-analise op natoetse te doen as om bloot na verskille te kyk.

Daarna is daartoe oorgegaan om die 'netto-verandering' wat per skaal deur die program bewerkstellig is, te bereken. Hiervoor is daar van Cohen se formule vir die berekening van effekgroottes tussen twee groepe gebruik gemaak. Dié formule vir d (effekgrootte) is die volgende (Cohen, 1988: 20-7; Steyn, 2000:1-3):

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

Waar:

d	=	effekgrootte
μ_1	=	gemiddelde verskiltelling in die eksperimentele groep (e)
μ_2	=	gemiddelde verskiltelling in die kontrolegroep (c)
$\mu_1 - \mu_2$	=	verskil tussen gemiddelde verskiltellings
MSE	=	gemiddelde kwadraatfout ('mean square error') van die ANCOVA

Die volgende riglyne geld vir die beoordeling van alle d-waardes:

- d =0.2: dui 'n klein effek aan en impliseer dat in die geval van nuwe navorsing die eksperiment of opname liefs herhaal moet word om seker te maak of daar wel 'n effek was.
- d =0.5: dui op 'n matige of medium effek wat waarneembaar is en dalk betekenisvol mag wees. 'n Beter beplande opname of eksperiment mag in sodanige gevalle moontlik meer beduidende resultate oplewer.
- d =0.8: dui op 'n groot effek wat beduidend en van praktiese belang (dus prakties betekenisvol) is.
- Omdat daar geen absolute grense tussen d-waardes bestaan nie, is dit moontlik om van konsepte soos 'klein tot medium effek' en ''n baie groot effek' gebruik te maak (Cohen, 1969:22-5; Spatz, 2001:74-5; Steyn, 1999:3).

In die interpretasie van die data wat deur Skale 5, 6 en 7 en die ander vraelyste opgelewer is, is daar van beskrywende statistiek gebruik gemaak. Dit sal veral totale, persentasies en rekenkundige gemiddeldes behels.

6. DIE BETROUBAARHEID VAN MEETINSTRUMENTE

Daar is van Cronbach se alpha koëffisiënt (α) gebruik gemaak om die verskillende skale se betroubaarheid te bepaal (Gravetter & Forzano, 2003:455). Die resultate van hierdie proses word in Tabel 7 opgesom, terwyl die vrae wat gebruik is om die skale saam te stel in Addendums 13, 16 en 17 vervat word.

TABEL 7: CRONBACH ALPHA KOËFFISIËNT (α) VIR BETROUBAARHEID VAN MEETINSTRUMENTE

SKAAL	FASETTE EN VRAE	α [1]
Module 1: Finansiële Bestuur		
Skaal 1	*Objektiewe kennis* van finansiële bestuur	0.47
Skaal 2	*Subjektiewe kennis* van finansiële bestuur	0.91*
Skaal 3	*Houdings* rakende finansiële bestuur	0.52 *
Skaal 4	Finansiëlebestuursverwante *gedrag*	0.84*
Skaal 5	Die *waarde* van die module	0.77*
Skaal 6	Die *sinvolheid* van die module	0.91*
Module 6: Probleemoplossing		
Skaal 1	*Objektiewe kennis* van probleemoplossing	0.63*
Skaal 2	*Subjektiewe kennis* van probleemoplossing	0.93*
Skaal 3	*Houdings* rakende probleemoplossing	0.65 *
Skaal 4	Probleemoplossingsverwante *gedrag*	0.83*
Skaal 5	Die *waarde* van die module	0.82*
Skaal 6	Die *sinvolheid* van die module	0.95*
Module 9: MIV/VIGS-bewusmaking		
Skaal 1	*Objektiewe kennis* van MIV/VIGS	0.52*
Skaal 2	*Subjektiewe kennis* van MIV/VIGS	0.95*
Skaal 3a	*Houdings* rakende MIV/VIGS	0.75 *
Skaal 3b	*Gevoelens* rakende MIV/VIGS	0.71*
Skaal 4	MIV/VIGS-verwante *gedrag*	0.71*
Skaal 5	Die *waarde* van die module	0.92*
Programaanbieding		
Skaal 7	Evaluasie van die programa*anbieding*:	-
Subskaal 7.1	Evaluasie van die *aanbieder*	0.76*
Subskaal 7.2	Evaluasie van die aanbieder se *aanbiedingsvaardighede*	0.83*
Subskaal 7.3	Evaluasie van die *leerproses*	0.85*
Subskaal 7.4	Evaluasie van die *aanbiedingskonteks*	0.75*

* *Betroubare skale*

Tabel 7 toon dat slegs Skaal 1 van die Finansiëlebestuursmodule nie aan die minimum Cronbach alpha koëffisiënt van 0.5 voldoen het nie. Dié skaal se vrae sal individueel hanteer word. Al die ander skale kan as betroubaar beskou word.

[1] α =Cronbach alpha koëffisiënt

7. DIE EFFEK VAN DIE MODULES

In die meting van die modules se effek is daar van die standpunt uitgegaan dat die student-konstabels reeds in hul lewensloop 'n bepaalde vlak van kennis, sekere houdings en bepaalde praktyke en vaardighede ontwikkel het (Nelson-Jones, 1991:25). Dit sou deur middel van die voortoetse bepaal word. Die invloed van die intervensie (dus die modules) op hierdie dimensies sou daarna met behulp van die natoets bepaal word. Die statistiese prosedure wat hiertydens gevolg en die resultate wat per module behaal is, word vervolgens bespreek.

7.1 PROSEDURE WAT IN DIE METING VAN KORTTERMYNEFFEK GEVOLG IS

Om effekgroottes (Cohen se d-waarde) te kon meet, moes daar eers bepaal word of daar nie reeds voor die aanvang van die module 'n prakties betekenisvolle verskil tussen die eksperimentele en die kontrolegroepe bestaan het nie. In geeneen van die skale was dit die geval nie en gevolglik kon daar direk tot die volgende stap oorgegaan word.

Die effek van die module op die eksperimentele groep en moontlike veranderinge by die kontrolegroep is daarna met behulp van gepaarde t-toetse bepaal. Die laaste stap in die proses was om die natoetstellings van die eksperimentele en kontrolegroepe met 'n kovariansie-analise te vergelyk. Hier word die waardes gekorrigeer vir voortoetstellings om te bepaal of die eksperimentele groep in die praktyk meer as die kontrolegroep verander het.

Die eerste twee stappe van die proses se statistiek sal in die addendums vervat word. Slegs die finale stap, te wete die kovariansie-analise, se statistiek sal ter verduideliking van die effekgroottes in die artikel vervat word.

7.2 PROSEDURE WAT IN DIE BENUTTING VAN FOKUSGROEPE GEVOLG IS

Volgens Krueger (in CHED, 2001) bestaan fokusgroepe uit 'n voorafbeplande bespreking wat ontwerp word om persepsies aangaande 'n bepaalde onderwerp in 'n nie-bedreigende omgewing te bespreek. Dit word as 'n effektiewe metode in die evaluering van reeds-voltooide programme beskou (Wholey *et al.*, 2004: 7).

Die ideaal is dat 'n fokusgroep uit sewe tot tien lede sal bestaan (CHED, 2001). Verskeie oorwegings het dit egter genoodsaak om die agt fokusgroepe wat in die ondersoek gebruik is, uit gemiddeld 12 lede te laat bestaan. Die belangrikste hiervan was om die groepe so verteenwoordigend as moontlik van die universum se ras- en geslagsamestelling te maak.

Die student-konstabels wat by die fokusgroepe betrek is, is op 'n beskikbaarheidsgrondslag uit polisiestasies in die Suid-Kaap en Gauteng geselekteer. Almal moes gedurende Januarie 2005 die Selfbestuursprogram by die verskillende opleidingskolleges deurloop het en reeds besig wees met hul veldopleiding. Hierdeur kon verseker word dat die lede uit dieselfde universum as dié van die eksperimentele en kontrolegroepe getrek is en dat hulle oor genoegsame praktykervaring beskik om 'n mening oor die langermyneffek van die modules te kon vorm. Die uiteindelike samestelling van die groepe word in Tabel 8 vervat.

TABEL 8: VERSPREIDING VAN FOKUSGROEPE IN TERME VAN RAS EN GESLAG

GROEPE	SWART MAN	SWART VROU	BRUIN MAN	BRUIN VROU	WIT MAN	WIT VROU	INDIËR MAN	INDIËR VROU	TOTAAL (n)
Totale SAPD-Kollege-populasie	2 833 (66.67%)	910 (21.42%)	310 (7.3%)	113 (2.66%)	43 (1.01%)	20 (0.47%)	19 (0.45%)	1 (0.02%)	4 249 (100%)
Module 1: Finansiële Bestuur									
Fokusgroep	15 (62.5%)	7 (29.17%)	2 (8.33%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	24 (100%)
Module 6: Probleemoplossing									
Fokusgroep	13 (61.91%)	0 (0%)	6 (28.57%)	2 (9.52%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	21 (100%)
Module 9: MIV/VIGS-bewusmaking									
Fokusgroep	15 (62.5%)	7 (29.17%)	2 (8.33%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	24 (100%)

Uit Tabel 8 is dit duidelik dat die verteenwoordiging ten opsigte van die totale universum genoegsaam is om die resultate van die fokusgroepbesprekings as relevant te beskou. Die verteenwoordiging van swart mans, wat die grootste groep van die totale populasie uitmaak, is besonder goed en alhoewel dit wenslik is dat daar swart vrouens by al die groepe beskikbaar sou wees, sowel as Indiërs en bruin vrouens, kan die samestelling van die groepe steeds as voldoende beskou word.

Die volgende basiese prosedure is in die benutting van die fokusgroepe gevolg:

- Die lede van die fokusgroepe is vooraf van die doel en aard van die besprekings in kennis gestel.
- 'n Skedule met stimuleervrae is aan die hand van die tersaaklike module-inhoud en -vraelyste opgestel en vooraf aan elk van die deelnemers voorsien. Hulle kon ook voorlopige response op die temas skriftelik formuleer.
- Die nodige toestemming is verkry om die bespreking op band op te neem.
- 'n Opsomming van die inhoud van die module is aan die begin van die groepsessie aan die lede oorgedra.
- Daarna het die moderator, bygestaan deur 'n navorsingsassistent, die lede se belewing van die module se uitkomste, relevansie en blywende impak aan die hand van die skedule volledig verken.
- Die groepbespreking is daarna getranskribeer. Die temas wat herhaaldelik hierin na vore gekom het, tesame met dié in die geskrewe response en die notas van die navorsingsassistent, is laastens tot een geïntegreerde lys van temas en subtemas gesistematiseer (sien Addendums 8, 11 en 12).

Die resultate van die fokusgroepbesprekings sal vervolgens 'n deel van die bespreking van elke module se effek uitmaak.

7.3 DIE EFFEK VAN DIE FINANSIËLEBESTUURSMODULE

Die korttermyneffek van die Finansiëlebestuursmodule op die ontvangers se kennis, houdings en gedrag word in Tabel 9 opgesom. Die implikasies van elk van die skale se resultate sal daarna afsonderlik bespreek word. Hierin sal die klem veral op die d-waardes val.

TABEL 9: SKALE 1 TOT 4: KOVARIANSIE-ANALISE GEKORRIGEER VIR VOORTOETSTELLINGS VAN DIE FINANSIËLEBESTUURSMODULE

SKALE	n	VERSKIL VAN GEMIDDELDES	√MSE	p-TELLING	d-WAARDES
Skaal 1: Objektiewe kennis					
▪ People whose debt exceeds their ability to pay can be placed under debt administration	530	0.464	0.813	<0001	0.57*
▪ People who are placed under debt administration may still buy items on credit	533	0.625	1.007	<0001	0.62*
▪ If a person is blacklisted for bad debt, that blacklisting will last for one year	531	0.597	0.976	<0001	0.61*
▪ Money for your car's maintenance is a fixed expense	530	0.428	1.569	<0001	0.64*
▪ Buying a Lotto ticket is a variable expense	528	0.85	1.44	<0001	0.59*
Skaal 2: Subjektiewe kennis	533	1.135	0.44	<0001	2.58**
Skaal 3: Houding	533	0.257	0.266	<0001	0.97**
Skaal 4: Gedrag	516	0.813	0.294	<0001	2.76**

** Medium effek: d ≤ 0.5 **Praktiese betekenisvolle effek: d ≤0.8*

7.3.1 Die toename in objektiewe kennis

Omdat Skaal 1 as geheel net-net nie betroubaar genoeg was nie ($\alpha = 0.47$ i.p.v. 0.5), kon slegs die resultate van individuele vrae as indikatore van effek gebruik word. In hierdie verband het die vrae aangetoon dat die module daartoe geneig het om 'n medium effek op deelnemers se objektiewe kennis te hê. Hierdie tendens is deur die gepaarde t-toetse binne groepe bevestig (sien Addendum 1, Tabel 1).

Die moontlike redes vir die medium effek is verder ondersoek. Hieruit het dit geblyk dat die respondente reeds vooraf oor 'n groot mate van feitekennis rakende finansiële selfbestuur beskik het. Dit kan gedeeltelik toegeskryf word aan die feit dat die huidige student-konstabels nie noodwendig skoolverlaters is nie en dat 'n beduidende persentasie reeds ander betrekkings beklee het voordat hulle by die SAPD aangesluit het. Alhoewel hul kennis op voortoetsvlak dus reeds redelik hoog was, het die module tog 'n beduidende toename in kennis van sekere fasette van finansiële bestuur meegebring.

Die medium effek kan ook toegeskryf word aan gebreke in die skaal se vrae. Benewens die feit dat dit oor die algemeen moeilik is om objektiewe kennis te meet, het die response aangetoon dat die vrae geneig het om óf te maklik óf te moeilik te wees. Dit was gevolglik nie diskriminerend genoeg nie. Hierdie leemte in die skaal is bevestig deur die feit dat die meting van die subjektiewe kennis (Skaal 2) veel hoër was. Dit word vervolgens bespreek.

7.3.2 Die toename in subjektiewe kennis

Na aanleiding van die resultate van die kovariansie-analise is dit duidelik dat die module 'n *prakties betekenisvolle* verskil (Tabel 9: d-waarde =2.58) in die respondente se subjektiewe belewenis van hul vlak van finansiële bestuurskennis teweeg gebring het. Die eksperimentele groep was dus na die aanbieding van mening dat hul kennis aansienlik toegeneem het, terwyl geen wesentlike verskil by die kontrolegroep gemeet is nie (vgl. Addendum 1, Tabel 6).

Die moontlike redes vir die baie groot d-waarde is verder ondersoek. In hierdie verband het verskeie fokusgroeplede pertinent daarvan melding gemaak dat die aard en implikasies van konsepte soos beslagleggingsbevele, skuld-eliminasie en finansiële administrasie nuwe toevoegings tot hul kennis was. Die oorgrote meerderheid het ook aangetoon dat hul kennis rakende die aard en opstelling van begrotings aansienlik toegeneem het (Addendum 8). Uit hierdie en ander response het dit geblyk dat die module 'n gevoelde behoefte aan meer kennis by respondente bevredigend aangespreek het. Dit het ook gebreke in die skaal vir die meting van objektiewe kennis herbevestig.

7.3.3 Die verandering van houdings

Die vrae van "Skaal 3: Houdings rakende finansiële bestuur" is veral gegrond op Barker (1995:29) se siening van 'n houding as synde "...a mental predisposition or inclintation to act or react in a certain way." Die metings wat met behulp daarvan gedoen is, het aangedui dat die module 'n *prakties betekenisvolle* verskil (d-waarde = 0.97) aan respondente se houdings teenoor finansiële selfbestuur gemaak het. Dit is ook deur p-tellings en t-toetse bevestig (sien Addendum 1, Tabel 7).

Daar is tydens die fokusgroepe getrag om te bepaal watter houdings die blywendste verander het. Deelnemers het berig dat hulle nou twee keer sal dink voordat hulle geld uitgee en dat hulle besef dat geld nie geluk verseker nie. Hul houdings ten opsigte van spaar, skuld, aankope, groepsdruk en begrotings het ook aansienlik verander. Die noodsaaklikheid dat intervensies oor finansiële selfbestuur op houdingsverandering moet fokus (Santomero, 2003:4), is bevestig deur die rekrute se mening dat alle polisiepersoneel die module moet deurloop en dat dit 'n essensiële deel van die basiese opleiding van student-konstabels moet uitmaak (Addendum 8).

7.3.4 Die verandering van gedrag

Die module se primêre leerdoelwit is om rekrute se gedrag so te verander dat dit hulle finansiële vryheid sal verseker (PSWS, 2004[b]). Die resultate wat met Skaal 4 behaal is (vgl. Tabel 9 & Addendum 1, Tabel 8), het aangetoon dat die module ten volle in hierdie oogmerk geslaag het. So toon die baie groot d-waarde van 2.76 aan dat dit 'n beduidende en *prakties betekenisvolle* effek op veral die rekrute se voorgenome gedrag ("intended behaviour") (McCormack & Hill, 1997:69) gehad het.

Die mate waartoe die rekrute se voorgenome gedrag in blywende gedrag omgeskakel het, is gedeeltelik deur middel van die fokusgroepe nagevors. In hierdie verband is bevind dat die meerderheid deelnemers nou volgens die een of ander vorm van begroting werk en dat hul spaar- en aankooppatrone verander het. So word daar meer vir polisse voorsiening gemaak en kontant gekoop.

7.3.5 Die langtermyneffek van die module

Die oorhoofse resultate van die groepbesprekings en die response op individuele kernvrae kan in vyf kategorieë verdeel word. Dit is naamlik dié wat betrekking het op begrotings, swak en positiewe finansiële gedrag, die impak van die module en die algemene waarde van die Selfbestuursprogram (sien Addendum 8 vir meer besonderhede)

- **Begrotings**

Al die groeplede (student-konstabels) was van mening dat die module 'n oorweldigende toename in kennis, houding en gedrag ten opsigte van begrotings meegebring het. Sommige van hulle het vir die eerste keer geleer hoe om 'n begroting op te stel en is van mening dat dit die sleutel tot hul finansiële vryheid is. Na verloop van meer as ses maande ná die aanbieding van die module stel die meerderheid steeds 'n begroting op en probeer om daarby te hou. Sommige betrek, in teenstelling met die wyse waarop hulle self grootgeword het, selfs hul kinders by die opstelling van die begrotings.

- **Swak finansiële gedrag**

Volgens die deelnemers is hulle nou in staat om swak finansiële gedrag, soos die aankoop van artikels op skuld/krediet, die aangaan van mikrolenings en om oor die algemeen spandabelrig te leef, te identifiseer. Buiten hierdie nuwe kennis en insig wat hulle geverbaliseer het, het die meeste rekrute ook aangetoon dat hul gedrag in hierdie verband aansienlik verander het.

- **Positiewe finansiële gedrag:**

Die module het ook hul kennis, houding en gedrag ten opsigte van spaar, beleggings en polisse verander. Hulle besef dat hulle nou al vir hul aftrede moet beplan en het daadwerklike stappe gedoen om finansiële vryheid te verseker.

- **Die impak van die module**

Na 'n verloop van ongeveer sewe maande was die impak van die module op houdings en gedrag steeds baie sterk en het dit tot die vestiging van nuwe gedragspatrone by die deelnemers aanleiding gegee. Hierteenoor was dit duidelik dat hulle reeds baie van die "tegniese kennis" wat oorgedra is, vergeet het. Dit raak veral aangeleenthede waarmee hulle nie daagliks in kontak kom nie, soos byvoorbeeld beslagleggingsbevele ("garnishee orders"). Meganismes sal gevind moet word om hierdie tendens om te keer, soos om byvoorbeeld pamflette of feitekaarte oor die kernleergedeeltes aan die leerders te voorsien.

- **Waarde van die totale Selfbestuursprogram**

Die invloed en waarde van die totale Selfbestuursprogram (wat finansiële selfbestuur insluit) het ook tydens die groepbesprekings na vore gekom. Uit die bespreking het dit geblyk dat die program 'n groot invloed op veral hul motivering, selfkennis en selfvertroue gehad het. Sodoende is die deelnemers as SAPD-lede en individue bemagtig en het individuele groei tot 'n groot mate plaasgevind.

Uit die fokusgroepbesprekings kan daar tot die oorhoofse gevolgtrekking gekom word dat die module op alle terreine 'n blywende effek op deelnemers se kennis, houdings en gedrag gehad het.

7.4 DIE EFFEK VAN DIE PROBLEEMOPLOSSINGSMODULE

Die netto-effek van die Probleemoplossingsmodule op ontvangers word in Tabel 10 opgesom. Die implikasies van elke skaal se resultate sal daarna afsonderlik hanteer word.

TABEL 10: SKALE 1 TOT 4: KOVARIANSIE-ANALISE GEKORRIGEER VIR VOORTOETSTELLINGS VAN DIE PROBLEEMOPLOSSINGSMODULE

SKALE	n	VERSKIL VAN GEMIDDELDES	√MSE	p-TELLING	d-WAARDES
Skaal 1: Objektiewe kennis	509	0.365	0.479	<0001	0.76*
Skaal 2: Subjektiewe kennis	511	1.057	0.473	<0001	2.23**
Skaal 3: Houding	511	0.274	0.461	<0001	0.59*
Skaal 4: Gedrag	511	0.554	0.431	<0001	1.29**

** Medium effek: d ≤ 0.5 **Prakties betekenisvolle effek: d ≥ 0.8*

7.4.1 Die toename in objektiewe kennis

Soos met die Finansiëlebestuursmodule is daar rakende probleemoplossing tussen twee fasette van kennis onderskei, naamlik die sogenaamde objektiewe en subjektiewe kennis.

Die t-toetse op die voortoetse het aangedui dat daar nie 'n prakties betekenisvolle verskil op voortoetsvlak tussen die eksperimentele en kontrolegroepe bestaan het nie. Uit die gepaarde t-toetse binne groepe kon afgelei word dat die grootste groei in objektiewe kennis by die eksperimentele groep plaasgevind het, terwyl daar by die kontrolegroep bykans geen verandering in kennis voorgekom het nie (d =0.04) (Addendum 4, Tabel 1). Gevolglik kon daar direk oorgegaan word na die finale effekmeting, naamlik die kovariansie-analise (d-waarde).

Skaal 1 se d-waarde van 0.76 (Tabel 10) dui aan dat die Probleemoplossingsmodule 'n *medium tot groot* toename in rekrute se objektiewe kennis van probleemoplossing teweeg gebring het. Hierdie resultaat kan as bemoedigend beskou word, aangesien die module redelik moeilike en abstrakte konsepte en konstrukte verken (vgl. Goldstein, 1990:167) en as gevolg hiervan as een van die moeiliker modules van die Selfbestuursprogram beskou word.

Die inhoud van die module wat vir die deelnemers nuut was, het onder andere tydens die fokusgroepbesprekings aandag geniet. Hieruit het dit geblyk dat veral die ses stappe van die probleemoplossingsproses vir hulle 'n nuwe kennisinhoud was en dat hulle baie waarde daaruit geput het. Alhoewel van die ander inhoudelikes nie heeltemal onbekend was nie, het dit gehelp om hul kennis te sistematiseer en in perspektief te plaas. Dit was opvallend dat die deelnemers van mening was dat hul kennis toegeneem het, maar dat hulle nog nie die (abstrakte) begrippe bemeester het om dit effektief te verbaliseer nie.

7.4.2 Die toename in subjektiewe kennis

Skaal 1 se baie groot d-waarde van 2.23 (Tabel 10) toon aan dat die module 'n *prakties betekenisvolle* verskil in respondente se siening van hul probleemoplossingsverwante kennis gemaak het (sien ook

Addendum 4: Tabel 2). Hulle het dus 'n sterk gevoel van kennisbemeestering ervaar sonder dat hulle noodwendig 'n feitelike kennistoets in hierdie verband sou kon slaag.

Die diskrepansie in die meting van objektiewe kennis (Skaal 1: d =0.76) en subjektiewe kennis (Skaal 2: d =2.23) kan veral twee verklarings hê. Dit is naamlik gebreke in die skaal wat deelnemers se objektiewe kennis moes meet (dit kon bv. te "moeilike" vrae ingesluit het) en veral die feit dat die module by uitstek ontwerp is om gedrag te verander (daar word bv. nie van respondente verwag om konsepte te memoriseer nie). Dit bring mee dat daar nie 'n direkte korrelasie tussen kennistoename en 'n gevoel van kennisbemeestering is nie. Hierdie tendens kan ook verklaar waarom toenames in objektiewe kennis in al die modules laer as toenames in subjektiewe kennis gemeet het.

7.4.3 Die verandering van houdings

Die skaal wat veranderinge in respondente se houding rakende probleemoplossing gemeet het, het net 'n *medium effekgrootte* van d=0.59 opgelewer (sien Tabel 10).

Die moontlike rede vir die laer as verwagte effek is verder ondersoek. Uit 'n analise van die data waarop die metings gegrond is (sien o.a. Addendum 4: Tabel 3), het dit geblyk dat 'n beduidende aantal deelnemers reeds tydens die voormeting 'n toepaslike houding teenoor probleemoplossing gehad het. Die module kon dus nie hul houdings verander nie. Die positiewe verandering wat wel gemeet is, was afkomstig van diegene wat voor die tyd 'n negatiewe of foutiewe ingesteldheid geopenbaar het. Gegewe die grootte van die betrokke effek, kan daar tot die gevolgtrekking gekom word dat hierdie respondente se houdings op 'n redelik ingrypende wyse deur die module verander moes gewees het.

Die bogenoemde moontlike verklaring is tot 'n groot mate deur die deelnemers van die fokusgroepe bevestig. Hulle beskou nou probleemoplossing as 'n deel van hul daaglikse lewe en as 'n uitdaging wat op 'n kalm wyse benader moet word. Dit was ook opvallend dat die deelnemers 'n sterk verantwoordelikheidsbesef openbaar het. Hulle kan ook die inhoud van die module na hul daaglikse werksituasie deurtrek. Dit het die besondere relevantheid van die module vir die vaardigheidstoerusting vir polisiebeamptes verder bevestig.

7.4.4 Die verandering van gedrag

Die vierde skaal het op die meting van moontlike verandering in respondente se gedrag gefokus. Die mate waartoe dit later in die praktyk gerealiseer het, is sewe maande na die intervensie met 'n opvolgstudie (vgl. Roche, 2000:545-6) geverifieer (sien opskrif 7.4.5).

Skaal 4 se d-waarde van 1.29 (Tabel 10) dui aan dat die module 'n groot en *prakties betekenisvolle effek* op die respondente se voorgenome probleemoplossingsverwante gedrag gehad het. Uit hierdie en ander resultate (vgl. Addendum 4: Tabel 4) blyk dit dat die module by uitstek in sy primêre doel geslaag het om respondente te beweeg om na oplossings vir beide kognitiewe en sosiale probleme te soek (Stutterheim & Weyers, 2004:4) en besluite in hierdie verband tot uitvoer te bring. Die mate waartoe hierdie resultaat deel van die rekrute se mondering geword het, is deur die fokusgroepe bepaal.

7.4.5 Die langtermyneffek van die module

Die fokusgroepbesprekings en response op individuele kernvrae het 'n verskeidenheid van indikatore van die langermyneffek van die module na vore gebring. Dit kan in vier kategorieë verdeel word, naamlik dié wat betrekking het op die sesstap-probleemoplossingsmodel, houdings ten opsigte van probleme, impak op die rol as polisiebeampte en die algemene waarde van die Selfbestuursprogram. (sien Addendum 11 vir meer besonderhede)

- **Sesstap-probleemoplossingsmodel:**

Al die deelnemers het berig dat hulle vir die eerste keer tydens die module van die sesstap-probleemoplossingsmodel gehoor het. Dit het hulle veral toegerus met konkrete, praktiese kennis vir 'n abstrakte konsep soos probleemoplossing. Alhoewel sommige van mening was dat hulle die proses dalk onbewustelik gevolg het, het die teoretiese model hulle met kennis bemagtig om dit meer stapsgewys te doen. Na verloop van meer as sewe maande het sommige berig dat hulle steeds hierdie kennis in hul persoonlike sowel as professionele lewens toepas. Ander was van mening dat hulle nog nie die geleentheid gehad het om dit werklik in die praktyk toe te pas nie, aangesien hulle nog te kort met die publiek werk.

- **Houding ten opsigte van probleme:**

Die module het tot gevolg gehad dat die deelnemers besef het dat die teenwoordigheid van probleme normaal is en oor die algemeen het hulle ook 'n meer positiewe houding daarteenoor gehad. Hulle beskou dit nou as 'n uitdaging en het meer selfvertroue om dit aan te pak, in teenstelling met 'n tendens van vermyding wat hulle voor die module geopenbaar het. Hulle berig ook dat hulle nou meer bereid sal wees om te waag en volhardend na oplossings te soek. Dit wil dus voorkom asof hierdie module veral 'n impak op die vlak van houdingsverandering teweeg gebring het.

- **Impak op die rol as polisiebeampte:**

Die student-konstabels besef dat probleemoplossingsvaardighede 'n essensiële deel van 'n gemeenskapspolisiëringsbeampte se mondering uitmaak. Hulle meen dat die module besonder relevant is vir hul professionele rol, maar het berig dat hulle die kennis en vaardighede ook in hul persoonlike lewens kan toepas. Die module het hulle bemagtig om beter verhoudings te handhaaf en oor die algemeen 'n beter diens aan die publiek te lewer.

- **Waarde van die totale Selfbestuursprogram:**

Die invloed en waarde van die totale Selfbestuursprogram (wat probleemoplossing insluit) het ook tydens die groepbesprekings na vore gekom. Dit dui op die geïntegreerdheid van lewensvaardighede en soos met die bespreking van ander modules (sien Addendums 8,10 tot 12) het dit geblyk dat die totale program 'n groot invloed op veral hul motivering, selfkennis en selfvertroue gehad het. Dit het 'n toevoeging tot hul kennis, houding en gedrag meegebring wat hulle op professionele sowel as individuele vlak kon toepas.

Uit die fokusgroepbesprekings kan daar tot die gevolgtrekking gekom word dat die module steeds op die langtermyn 'n effek op die deelnemers se kennis, houdings en gedrag het.

7.5 DIE EFFEK VAN DIE MIV/VIGS-BEWUSMAKINGSMODULE

Die laaste module wat deel vorm van die besluitnemingsvaardighede-komponent van die Selfbestuursprogram, is MIV/VIGS-bewusmaking. Die doel van hierdie module is nie net om rekrute met kennis oor MIV/VIGS toe te rus nie, maar ook om hul houdings ten opsigte van die sindroom en veral hulle VIGS-verwante gedrag te verander (PSWS, 2002:6). Die mate waartoe die module in hierdie doel geslaag het, word in Tabel 11 opgesom.

TABEL 11: SKALE 1 TOT 4: KOVARIANSIE-ANALISE GEKORRIGEER VIR VOORTOETSTELLINGS VAN DIE MIV/VIGS-BEWUSMAKINGSMODULE

SKALE	n	VERSKIL VAN GEMIDDELDES	√MSE	p-TELLING	d-WAARDES
Skaal 1: Objektiewe kennis	496	0.491	0.606	<0001	0.81**
Skaal 2: Subjektiewe kennis	499	1.102	0.399	<0001	2.76**
Skaal 3a: Houding	499	0.276	0.3	<0001	0.92**
Skaal 3b: Gevoelens	492	0.311	0.273	<0001	1.14**
Skaal 4: Gedrag	495	0.652	0.275	<0001	2.36**

** Medium effek: $d \leq 0.5$ **Prakties betekenisvolle effek: $d \geq 0.8$*

7.5.1 Die toename in objektiewe kennis

Die module het 'n onverwagse groot verbetering in die rekrute se kennis van MIV/VIGS en verwante aangeleenthede tot gevolg gehad. Die rede waarom dit onverwags was, is omdat daar dikwels aanvaar word dat die Suid-Afrikaanse bevolking via hul skoolopleiding en deur verskillende vorme van die media reeds goed in hierdie verband opgelei is. Die *prakties betekenisvolle* d-waarde van 0.81, tesame met ander navorsingsdata (sien Addendum 5, Tabel 1), toon dat dit in die geval van rekrute nie so is nie.

Die fokusgroepe het ook aangedui dat die betrokke kennistoename nie net van korte duur was nie. So kon hulle na meer as ses maande steeds hul nuutverworwe kennis oor aspekte soos die korrekte gebruik van kondome, vrouekondome, MIV-oordrag van moeder-na-kind en die verskil tussen feite en mites rondom VIGS verbaliseer (Addendum 12).

7.5.2 Die toename in subjektiewe kennis

Die resultate van die kovariansie-analise en gepaardgaande *prakties betekenisvolle* d-waarde van 2.76 (Tabel 11) het bevestig dat die rekrute gevoel het die module het hulle met nuwe kennis bemagtig. Die fokusgroep se response het aangetoon dat hierdie persepsie na ses maande steeds voortgeduur het (Addendum 12).

Die rede vir die toename in objektiewe en subjektiewe kennis is moontlik in die inhoud van die module self te vind. In teenstelling met ander soortgelyke intervensies fokus dit nie net op die fisiologiese fasette van die infeksie nie. Ander aangeleenthede soos praktiese voorkomingstrategieë, faktore wat tot risikogedrag bydra en vrywillige berading en toetsing (vgl. Tabel 3) word ook in diepte gedek. Dit stel deelnemers in staat om ingeligte besluite in hul lewens te neem.

7.5.3 Die verandering van houdings en gevoelens

In die meting van die module se effek is daar, benewens die normale houdingskaal, ook 'n gevoelskaal ingesluit. Die rede hiervoor is dat MIV/VIGS 'n emosiebelaaide strydvraag geword het en dat die veranderinge in die aard en intensiteit van die betrokke emosies (vgl. Black, 1999:215) ook gemeet moes word.

Beide Skaal 3a en 3b het *prakties betekenisvolle* d-waardes van groter as 0.8 opgelewer (Tabel 11). Saam dui dit dus aan dat die module wel 'n beduidende effek op hierdie faset van die respondente se funksionering uitgeoefen het. Dit was egter opvallend dat daar wel 'n verskil in die d-waardes vir houdings (d=0.92) en gevoelens (d=1.14) was. Die rede is waarskynlik omdat daar in eersgenoemde geval veral op houdings teenoor eksterne sisteme (bv. MIV-positiewe mense) gefokus is, terwyl Skaal 3b die betrokkene se persoonlike gevoelens oor byvoorbeeld sy/haar gebruik van kondome getoets het.

Die fokusgroepe het aangetoon dat hul veranderde houdings en gevoelens nie net van korte duur was nie. So was hul houdings teenoor MIV-positiewe mense en hul gevoelens teenoor kondoomgebruik en MIV-toetsing na ses maande steeds positief. Dit was ook opvallend dat daar by hulle 'n groter bewustheid van die VIGS-pandemie en die invloed daarvan op die gemeenskap, sowel as hul eie verantwoordelikheid in die voorkoming daarvan, bestaan het (Addendum 12).

7.5.4 Die verandering van gedrag

Die finale skaal in die KHG-meting moes bepaal of die module die respondente se MIV/VIGS-verwante gedrag verander het. Die *prakties betekenisvolle* d-waarde van 2.36 (Tabel 11) dui aan dat die module by uitstek in hierdie primêre doel geslaag het.

Dit was egter 'n ope vraag of die rekrute se voorgenome gedrag in werklike gedrag uitgeloop het. Gevolglik is daar tydens die fokusgroepe pertinent na 'n antwoord hierop gesoek. Uit die sessie het dit geblyk dat dit wel die geval was. So het die deelnemers onder andere erken dat hulle nou twee keer dink voordat hulle by hoërisiko seksuele praktyke betrokke raak, dat hulle nou altyd 'n kondoom gebruik en dat hulle 'n groter verantwoordelikheid op hulself neem om hul medemens teen die gevare van VIGS en risiko's van onbeskermde seks te waarsku.

7.5.5 Die langtermyneffek van die module

Die tendense rakende die langtermyneffek van die module wat vanuit die groepbesprekings en die response op individuele kernvrae (sien Addendum 12) na vore gekom het, kan in vyf oorhoofse kategorieë verdeel word. Dit raak onderskeidelik kondoomgebruik, die uitklaring van mites, houdings en gedrag teenoor MIV-positiewe persone, gesondheidsinstandhouding en algemene MIV/VIGS-voorkoming.

- **Kondoomgebruik:**

Die module het 'n positiewe effek op die student-konstabels se kennis, houding en gedrag ten opsigte van kondoomgebruik gehad. Sommige het nie geweet van 'n vrouekondoom of hoe om dit te gebruik nie. Na ongeveer sewe maande het die meerderheid aangedui dat hulle altyd 'n kondoom gebruik en ook nou besef dat 'n kondoom byderhand moet wees wanneer hulle oorweeg om seksueel aktief te wees.

Hulle weet ook hoe om 'n kondoom te gebruik en beter te hanteer (bv. om dit nie in jou beursie te bewaar of twee kondome gelyk te gebruik nie).

- **Uitklaring van mites:**

Na aanleiding van die module is verskeie mites aangaande die oordrag en genesing van VIGS vir die rekrute uitgeklaar. Voorbeelde van sodanige mites is die feit dat VIGS genees kan word, hetsy deur seksuele omgang met 'n maagd of 'n kind of deur tradisionele genesers. Hulle weet nou ook dat VIGS nie deur sosiale kontak oorgedra kan word nie.

- **Houding en ondersteuning van MIV-positiewe persone:**

Volgens die student-konstabels het die module meegebring dat hulle 'n meer positiewe houding teenoor MIV-positiewe persone openbaar en gemotiveerd is om hulle te ondersteun. Hulle is ook bereid om saam met 'n MIV-positiewe kollega te werk en besef dat so 'n persoon steeds 'n betekenisvolle lewe kan lei.

- **Gesondheidsinstandhouding:**

Die module het die rekrute bewus gemaak van die belang van goeie gesondheid. Hulle besef byvoorbeeld dat 'n mens gesond moet eet en oefen, hetsy jy MIV-positief is of nie. Dit wil voorkom asof die module die waarde van hul gesondheid beklemtoon het en dat dit 'n motiverende faktor is om voorkomend op te tree en riskante gedrag te vermy.

- **MIV/VIGS-voorkoming:**

Die module het tot gevolg gehad dat die student-konstabels 'n baie groter proaktiewe houding ten opsigte van MIV/VIGS het en 'n daadwerklike besluit in hierdie verband geneem het. Buiten die feit dat hulle al die nodige voorkomingstrategieë steeds na ongeveer sewe maande kon verbaliseer, is hulle baie gemotiveerd om hul kennis in gedrag om te sit om ook sodoende 'n voorbeeld vir die gemeenskap te wees. Hulle het ook die begeerte uitgespreek om betrokke te raak by sodanige projekte en dat hulle graag hul gemeenskapsverantwoordelikheid wil nakom.

Uit die fokusgroepbesprekings kan daar tot die oorhoofse gevolgtrekking gekom word dat die module op alle terreine 'n blywende effek op deelnemers se kennis, houdings en gedrag gehad het.

8. DIE WAARDE VAN DIE MODULES

Elke natoetsvraelys wat deur die eksperimentele groep voltooi is, het 'n waardeskaal bevat (sien Addendums 13, 16 & 17). Hiermee kan die respondente die waarde van elke afdeling van 'n module, asook die module as geheel, evalueer. Die gemiddelde telling wat die drie tersaaklike modules opgelewer het, word in Tabel 12 opgesom.

TABEL 12: SKAAL 5: DIE WAARDE VAN DIE MODULES

MODULES	n	KEUSES EN GEMIDDELDE RESPONSE				α
		1. It had no or little value	*2. It had below average value*	*3. It had above average value*	*4. It had a lot of value*	
Module 1: Finansiële Bestuur	411	14 *(3.41%)*	30.86 *(7.51%)*	120.43 *(29.3%)*	245.71 *(59.78%)*	0.77
Module 6: Probleemoplossing	401.75	2.25 *(0.56%)*	10.5 *(2.61%)*	110.5 *(27.5%)*	278.5 *(69.32%)*	0.82
Module 9: MIV/VIGS-bewusmaking	369.625	0.125 *(0.03%)*	1 *(0.27%)*	49.875 *(13.49%)*	318.625 *(86.2%)*	0.92
Gemiddeld	394.125	5.46 *(1.39%)*	14.12 *(3.58%)*	93.6 *(23.75%)*	280.945 *(71.28%)*	0.84

■ *Betroubare skaal: α ≤ 0.5*

Gemiddeld 71.28% van die respondente het die besluitnemingskomponent van die Selfbestuursprogram as besonder waardevol beskou, terwyl minder as 5% dit in die ondergemiddelde kategorieë geplaas het (Tabel 12). Dieselfde tendens het in die evaluering van die drie tersaaklike modules se onderafdelings voorgekom (sien Addendum 1: Tabel 9; Addendum 4: Tabel 5; Addendum 5: Tabel 6). Deurdat hierdie onderafdelings op kennisvermeerdering, houdingsverandering en gedragsmodifikasie gefokus het, dui dié metings aan dat al drie die betrokke dimensies betekenisvol deur die intervensie verander is.

Die respondente se evaluasie van die modules se waarde kan as bevestiging gesien word van die resultate wat deur die meeste KHG-skale opgelewer is. Indien die twee stelle data getrianguleer word, blyk dit ook dat die laer d-waardes van sommige kennisskale waarskynlik die gevolg van die keuse van ontoepaslike vrae is en dat daar wel 'n betekenisvolle toename in die respondente se objektiewe kennis voorgekom het.

9. DIE SINVOLHEID VAN DIE MODULES

Die derde vorm van meting in die trianguleringsproses was die deelnemers se belewing van die sinvolheid van die modules. Hierdie faset is ingesluit omdat 'n module wel vir respondente van waarde kan wees, maar dat dit, in vergelyking met ander kapasiteitsbouprogramme, nie as 'n prioriteit gesien word nie. Die vraag wat dus beantwoord moet word, is of die modules wel 'n sinvolle bydrae tot die doeltreffender funksionering van 'n student-konstabel as individu en werknemer lewer. Die resultate van dié meting is in Tabel 13 vervat.

TABEL 13: SKAAL 6: DIE SINVOLHEID VAN DIE MODULES

MODULES	n	KEUSES EN GEMIDDELDE RESPONSE				α
		1. I strongly disagree	*2. I disagree*	*3. I agree*	*4. I strongly agree*	
Module 1: Finansiële Bestuur	400	1 *(0.25%)*	4.92 *(1.23%)*	133.5 *(33.38%)*	260.58 *(65.15%)*	0.91■
Module 6: Probleemoplossing	401.75	1.17 *(0.29%)*	3.5 *(0.87%)*	102.75 *(25.58%)*	294.3 *(73.26%)*	0.82■
Module 9: MIV/VIGS-bewusmaking	370.92	0.5 *(0.13%)*	0.75 *(0.2%)*	50.17 *(13.53%)*	319.5 *(86.14%)*	0.95
Gemiddeld	390.89	0.89 *(0.23%)*	3.06 *(0.78%)*	95.47 *(24.42%)*	291.46 *(74.56%)*	0.89■

■ *Betroubare skaal: α ≤ 0.5*

Die respondente se evaluering van die sinvolheid van die drie modules dui daarop dat die oorgrote meerderheid (74.56%) ten sterkste saamgestem het dat dit vir hulle as individue, sowel as personeellede van die SAPD, baie sinvol was. Dieselfde tendens het in response op individuele vrae voorgekom (sien Addendum 1: Tabel 10; Addendum 4: Tabel 6; Addendum 5: Tabel 7). Dit was egter opvallend dat van al drie die modules, MIV/VIGS-bewusmaking die grootste sinvolheids- en waardetellings opgelewer het. Dit is dus beslis 'n module wat deel van rekrute se basiese opleiding moet bly.

As die resultate van die sinvolheidskaal (Tabel 13) met die resultate van die waardeskaal (Tabel 12), die effekmetings (Tabelle 9 tot 11) en die fokusgroepe getrianguleer word, is dit duidelik dat al drie die modules by uitstek in hul doel geslaag het. Hulle het die ontvangers se kennis, houdings en gedrag op 'n ingrypende en sinvolle wyse verander en word as van groot waarde beskou.

10. DIE INVLOED VAN DIE MODULE-AANBIEDINGS

Die Selfbestuursprogram word dwars oor Suid-Afrika deur 'n groot aantal verskillende maatskaplike werkers van die SAPD aangebied. Die moontlike invloed wat die kwaliteit van die aanbiedings en omstandighede op die effek van die program kon gehad het, moes derhalwe ook verken word. Dit is met behulp van 'n skaal in die aanbiedingsevaluasievraelys gedoen (Addendum 18). Hierdie vraelys is na afloop van die aanbieding van die totale program deur die eksperimentele groep voltooi.

Vir "Skaal 7: Kwaliteit van die programaanbieding" is daar vier subskale ontwikkel wat elk op 'n spesifieke faset van die aanbieding gefokus het. In twee subskale (Subskale 7.1 en 7.2) was die aanbieders die teiken van analise en is daar onderskeidelik op hul kundigheid en aanbiedingsvaardighede gelet. Die rede vir hierdie beklemtoning is omdat aanbieders/fasiliteerders volgens Rooth (2000:89) 'n sleutelrol in die effektiwiteit van enige opvoedings- en kapasiteitsbouprogram speel.

Subskaal 7.3 het op die kwaliteit van die leerproses gefokus en veral bepaal of die mees toepaslike didaktiese prosedure gevolg is, of die leermateriaal verstaanbaar en nuttig was en of daar op die leerder se vlak gekommunikeer is. Met die laaste subskaal (Subskaal 7.4) het die deelnemers die geleentheid gekry om die konteks waarbinne die aanbieding plaasgevind het, te evalueer. Hierin is daar onder meer gelet op die kwaliteit van die lokaal/plek, hoe goed die program georganiseer is en wat die kwaliteit van die onderrigmedia was. Die rede vir die betrokke fokus is dat die kwaliteit van hierdie faktore 'n direkte invloed op die hele leerproses kan uitoefen (Nelson-Jones, 1991:60).

Die aanbiedingsevaluasievraelys het ook 'n algemene afdeling bevat. Dié vrae het op die deelnemers se evaluering van die lengte van die program, die tempo van die aanbieding en die balans tussen voordragte en groepsdeelname gefokus .

Die data wat deur middel van skaal ingewin is, word in Tabel 14 opgesom. Aangesien daar slegs 'n na-toets was, word daar net met gemiddeldes per skaal gewerk (sien Addendum 6 vir die volledige statistiek). Al die skale waarop die gemiddeldes gegrond is, was betroubaar (sien Tabel 7).

TABEL 14: SKAAL 7: EVALUERING VAN DIE MODULE-AANBIEDINGS

SUBSKAAL*	n	EVALUERING VAN DIE MODULE-AANBIEDING			
		1. Strongly disagree	*2. Disagree*	*3. Agree*	*4. Strongly agree*
Subskaal 7.1: Evaluasie van die aanbieder	330.8	3.2 (0.97%)	3.6 (1.09%)	41.6 (12.58%)	282.4 (85.37%)
Subskaal 7.2: Evaluasie van die aanbieder se aanbiedingsvaardighede	338	0.5 (0.15%)	0.25 (0.07%)	38.75 (11.46%)	298.5 (88.31%)
Subskaal 7.3: Evaluasie van die leerproses	339	0 (0%)	1.4 (0.41%)	53.8 (15.87%)	283.8 (83.72%)

Subskaal 7.4: Evaluasie van die aanbiedingskonteks	338.75	*1. Very bad*	*2. Bad*	*3. Average*	*4. Good*	*5. Very good*
		0.5 (0.15%)	0.25 (0.07)	11.25 (3.32%)	73 (21.55%)	253.75 (74.91%)

* *Al die skale was betroubaar gewees - sien Tabel 7.*

Tabel 14 toon aan dat die maatskaplike werkers die modules op 'n effektiewe en professionele wyse aangebied het. Enige leemtes in die effek kan dus nie aan die aanbieders toegeskryf word nie. Die deelnemers was veral beïndruk deur die aanbieders se aanbiedingsvaardighede, hul voorbereiding en hul vermoë om groepsdeelname te bevorder (Addendum 6: Tabel 2, vraag 8 & 9).

Van al vier die dimensies is die aanbiedingskonteks die laagste aangeslaan. Dit was omrede die benutte lokaal, asook die kwaliteit van sommige van die leermateriaal en hulpmiddele, nie altyd op standaard was nie. As daar egter in ag geneem word dat gemiddeld 74.91% van die deelnemers dit as "very good" beskryf het (Tabel 14), kan hierdie aspekte nie as problematies beskou word nie.

Daar is ook individueel na die ander potensieel positiewe/negatiewe invloede op die programeffek gelet. Dit was die lengte daarvan, die tempo wat gehandhaaf is en of daar 'n balans tussen die aanbieding en groepsdeelname was. Die data wat verkry is, word in Tabel 15 opgesom.

TABEL 15: ALGEMEEN

VRAAG	GEMIDDELDE RESPONSE				
6. How will you rate the **length** of the programme? (n=339)	*1. It was much too long*	*2. It was a little too long*	*3. The length was just right*	*4. It was a little to short*	*5. I was much too short*
	14 (4.13%)	22 (6.49%)	230 (67.85%)	40 (11.8%)	33 (9.73%)
7. How will you rate the **pace** at which you had to present the programme? (n=339)	*1. The pace was much too slow*	*2. The pace was a little too slow*	*3. The pace was just right*	*4. The pace was a little too fast*	*5. The pace was much too fast*
	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*? (n=339)	*1. Much too much time was spent on the presentation*	*2. A little too much time was spent on the presentation*	*3. The balance was just right*	*4. A little too much time was spent on group involvement*	*5. Much too much time was spent on group involvement*
	0 (0%)	3 (0.88%)	285 (84.07%)	15 (4.42%)	36 (10.62%)

Die meerderheid deelnemers (67.85%) was van mening dat die program lank genoeg was. Dit is egter opvallend dat 21.53% gedink het dit is te kort. Dit kan moontlik toegeskryf word aan die feit dat hulle die program besonder waardevol en sinvol beleef het (sien Tabel 12 en 13), maar dat al nege modules van die Selfbestuursprogram vanweë beleidsbesluite binne 'n week oorgedra moes word.

Die pas waarteen die program aangebied is, moes op 'n vyfpuntskaal beoordeel word. 'n Oorweldigende meerderheid van 85.55% van die deelnemers het dit as toepaslik beskou. Dieselfde tendens het in die beoordeling van die balans tussen aanbiedings en groepsdeelname voorgekom. Bykans geen deelnemers het gevoel dat te veel tyd aan die aanbieding spandeer is sonder om die deelnemers te betrek nie. Die aanbieders het dus nie 'n didaktiese aanbiedingstyl gevolg nie.

Die kwaliteit van die programaanbiedings het aangetoon dat die huidige aard en vlak van maatskaplikewerkopleiding die meeste maatskaplike werkers in staat stel om kapasiteitsbouprogramme effektief aan te bied. Dit kan hoofsaaklik toegeskryf word aan hul groepwerkkennis en vaardighede, asook blootstelling aan lewensvaardigheidsprogramme gedurende hul opleiding en in die praktyk. Om egter 'n deskundige in die ontwikkeling en implementering van kapasiteitsbouprogramme te word vereis verdere opleiding in:

- die teorie en praktyk van volwasse en eksperiënsiële leer,
- programontwikkelingsbeginsels,
- die teorie wat in die modules gedek word, en
- gevorderde fasiliterings- en aanbiedingsvaardighede.

11. DIE AANBIEDERS SE EVALUERING VAN DIE KOMPONENT

In samehang met die deelnemers se evaluering was dit ook nodig dat die aanbieders die kwaliteit van hul eie aanbiedings en die sinvolheid van die modules moes evalueer. Hiervoor is 'n aanbiedersevaluasievraelys ontwikkel wat wesentlik dieselfde as dié van die respondente was. Dit het dit moontlik gemaak om die twee stelle evaluasies te vergelyk om pertinente leemtes en sterk punte te identifiseer. Die aanbieders kon hulself assesseer ten opsigte van hul eie aanbiedingsvaardighede, die leerproses, die leerkonteks en sinvolheid van die intervensies. Dit het bykomende oop vrae bevat vir kommentaar oor die positiewe en negatiewe fasette van die modules en aanbevelings vir die verbetering daarvan.

Uit die totaal van 14 aanbieders wat by die aanbieding van die betrokke modules van die eksperimentele groepe betrokke was, het 11 die vraelys voltooi. Die resultate wat hieruit verkry is, sal per afdeling van die vraelys bespreek word (Tabel 16). Hierin word daar slegs van beskrywende statistiek gebruik gemaak. Waar toepaslik sal die aanbieders en respondente se evaluasies ook met mekaar vergelyk word.

TABEL 16: DIE SINVOLHEID VAN DIE PROGRAM

VRAE	n	KEUSES EN RESPONSE			
		1. Strongly disagree	*2. Disagree*	*3. Agree*	*4. Strongly agree*
21. The programme stimulated the trainees' creative thinking.	11	0 (0%)	0 (0%)	5 (45.5%)	6 (54.5%)
22. The trainees will be able to apply the new knowledge and insights that they have gained in their jobs.	11	0 (0%)	0 (0%)	4 (36.4%)	7 (63.6%)
23. I feel that the programme will help the participants do their jobs better.	11	0 (0%)	0 (0%)	5 (45.5%)	6 (54.5%)
24. The trainees will be able to apply the new knowledge and insights that they have gained in their daily lives.	11	0 (0%)	0 (0%)	5 (45.5%)	6 (54.5%)
25. I feel that the programme will help the trainees to cope better with the challenges of life.	11	0 (0%)	0 (0%)	5 (45.5%)	6 (54.5%)

Uit die data in Tabel 16 is dit duidelik dat die aanbieders die program as sinvol vir SAPD-rekrute beskou. Al die fasette het basies dieselfde aanslag gekry met 'n effens hoër waardering vir die mate waartoe die ontvangers die inhoudelikes in hul werksopset sal kan toepas. Dit is redelik in lyn met die student-konstabels se eie sienings rakende die sinvolheid van die program

Die aanbieders se evaluasie van hul eie aanbiedingsvaardighede, die leerproses en die aanbiedingskonteks word in Tabel 17 opgesom. Slegs die gemiddeldes van die response sal weergegee word (sien Addendum 7 vir volledige besonderhede).

TABEL 17: SELFEVALUERING DEUR DIE AANBIEDERS

SUBSKAAL	n	EVALUERING VAN DIE MODULE-AANBIEDING				
		1. Strongly disagree	*2. Disagree*	*3. Agree*	*4. Strongly agree*	
Subskaal 7.1: Evaluasie van die aanbieder	11	0 (0%)	0 (0%)	3.8 (34.55%)	7.2 (65.45%)	
Subskaal 7.2: Evaluasie van die aanbieder se aanbiedingsvaardighede	11	0 (0%)	0 (0%)	2.5 (22.73%)	8.5 (77.27%)	
Subskaal 7.3: Evaluasie van die leerproses	11	0 (0%)	0 (0%)	3.8 (34.55)	7.2 (65.45%)	
Subskaal 7.4: Evaluasie van die aanbiedingskonteks	11	*1. Very bad*	*2. Bad*	*3. Average*	*4. Good*	*5. Very good*
		0 (0%)	0.75 (6.8%)	2.25 (20.5%)	5 (45.5%)	3 (27.2%)

Voglens Subskaal 7.1 is die aanbieders oor die algemeen van mening dat hulle die Selfbestuursprogram se kennisinhoudelike bemeester het, die deelnemers geïnteresseerd gehou en op hulle vlak gekommunikeer het, en die materiaal op 'n entoesiastiese wyse oorgedra het. Hierdie mening stem breedweg ooreen met dié van die rekrute (sien Tabel 14).

In die evaluering van hul eie aanbiedingsvaardighede (Subskaal 7.2) is daar gelet op die duidelikheid van hul verbale kommunikasie, vaardigheid met hulpmiddele, bevordering van groepsdeelname en voorbereiding. Die aanbieders evalueer hul eie aanbiedingsvaardighede oor die algemeen as goed. Die twee aspekte wat hulle ietwat laer ag, naamlik deelnemerbetrokkenheid en hul eie voorbereiding, word hoër deur die deelnemers aangeslaan (sien Addendum 6, Tabel 2). Dit blyk dus dat hulle beter in hierdie verband vaar as wat hulle self besef.

Ten opsigte van die evaluering van die leerproses (Subskaal 7.3) was die aanbieders van mening dat hulle goed op die vlak van die student-konstabels kon kommunikeer. Hulle het egter deurgaans die leerproses laer aangeslaan as die respondente. Laasgenoemde het veral gevoel dat die aanbieders seker gemaak het die werk word verstaan voordat daar na die volgende onderwerp oorgegaan is.

Die aanbiedingskonteks (Subskaal 7.4) is oor die algemeen beter deur die rekrute as die aanbieders geëvalueer. Beide groepe het egter die lokaal as 'n swakplek uitgesonder. Dit wil voorkom asof dié konteks die grootste invloed sou kon hê op die effek van die program. Die aanbieders het aangedui dat die organisasie en kwaliteit van die leermiddele verbeter kan word, terwyl die student-konstabels dit weer hoog geëvalueer het (Addendum 6, Tabel 4).

Uit die voorafgaande was dit duidelik dat die maatskaplike werkers baie meer krities teenoor hul aanbiedings en die aanbiedingskonteks as die ontvangers gestaan het. Hierdie tendens kan as positief beskou word omdat dit hulle aanspoor om nog beter in die opleiding te vaar.

Soos in die geval van die deelnemers (vgl. Tabel 15), was daar ook 'n aantal algemene aangeleenthede wat deur die aanbieders geëvalueer is. Die resultate hiervan word in Tabel 18 vervat.

TABEL 18: ALGEMENE AANGELEENTHEDE

VRAAG	GEMIDDELDE RESPONSE				
6. How will you rate the **length** of the programme? (n =11)	*1. It was much too long*	*2. It was a little too long*	*3. The length was just right*	*4. It was a little too short*	*5. I was much too short*
	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 programme? (n =11)	*1. The pace was much too slow*	*2. The pace was a little too slow*	*3. The pace was just right*	*4. The pace was a little too fast*	*5. The pace was much too fast*
	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*? (n =11)	*1. Much too much time was spent on the presentation*	*2. A little too much time was spent on the presentation*	*3. The balance was just right*	*4. A little too much time was spent on group involvement*	*5. Much too much time was spent on group involvement*
	0 (0%)	3 (27.3%)	8 (72.7%)	0 (0%)	0 (0%)

Oor die algemeen het die student-konstabels die opleidingsfasette, soos in Tabel 18 vervat, meer positief as die aanbieders geëvalueer. Die meerderheid rekrute (67%) was tevrede met die programlengte sowel as die pas waarteen dit aangebied is. Hierteenoor het 36.4% van die aanbieders die pas as te vinnig geëvalueer. Dit wil dus voorkom asof die aanbieders die respondente se vermoëns ietwat onderskat het.

Die evaluering van die balans tussen aanbieding en groepsdeelname was in ooreenstemming met mekaar.

Laastens het die aanbieders die geleentheid gekry om kommentaar en aanbevelings te gee rakende die inhoud en aanbieding van die onderskeie modules, asook die Selfbestuursprogram as geheel. Die volgende algemene tendense het in hierdie verband na vore getree:

- Die inhoud en aanbiedingshulpmiddele was oor die algemeen baie goed en moet nie veel verander word nie.
- Pogings moet egter aangewend word om meer polisie-verwante voorbeelde, scenario's en oefeninge by die materiaal in te sluit.
- Meer ysbrekers behoort in die materiaal ingesluit te word.
- Daar moet pogings aangewend word om die jongste beskikbare data by die materiaal in te sluit.
- Die probleemoplossingstrategie in Module 6 moet in meer diepte behandel word en meer transparante kan vir hierdie module beskikbaar gestel word.
- Sekere inhoudelikes van Module 9: MIV/VIGS-bewusmaking (bv. virologie, seksueel-oordraagbare siektes en behandeling) kan verder uitgebrei en op datum gebring word. Verskeie aanbieders het ook aanbeveel dat meer tyd vir die aanbieding van dié module beskikbaar gestel word.
- Verskeie steurnisse tydens die aanbieding van die modules (bv. rekrute wat deur ander aktiwiteite opgehou word) en logistieke probleme (bv. die nie-beskikbaarheid van oorhoofse projektors in sekere lokale) is ook uitgelig. Sommige aanbieders het dit ook moeilik gevind om die voltooiing van die navorsing se vraelyste binne die beskikbare tyd te akkommodeer.
- Laastens is daar sekere algemene aanbevelings oor veranderinge in die volgorde van die modules gemaak.

12. BEVINDINGE EN IMPLIKASIES

Indien al die data wat deur die betrokke ondersoek gegenereer is met mekaar in verband gestel word, kan daar tot veral die volgende sewe oorhoofse bevindinge gekom word.

Die eerste bevinding is dat die eksperimentele navorsingsontwerp en –prosedure besonder toepaslik vir die meting van die kapasiteitsboumodules se effek is omdat dit die benutting van inferensiële statistiek moontlik maak. Deur die bepaling van statistiese beduidendheid wat hierdeur gegenereer word om met die praktiese betekenisvolheid van Cohen se d-waardes te kombineer, word 'n baie duidelike beeld van die effek van modules verkry.

Dit was tweedens duidelik dat die triangulering van metings waarde tot die ondersoek toegevoeg het. Nie net het dit die risiko's verbonde aan die gebruik van nie-gestandaardiseerde meetinstrumente uitgeskakel nie, maar ook duidelike verwantskappe tussen verskillende datastelle uitgewys.

Die ondersoekgroep wat met behulp van die gestratifiseerde ewekansige steekproeftrekking gemobiliseer is, was verteenwoordigend van die totale student-konstabel-populasie. Hierdie bevinding het dit moontlik gemaak om die resultate van die effekmetings na die universum te kon veralgemeen en met 'n redelike mate van sekerheid te kon sê dat die modules dieselfde effek op die ander student-konstabel sou hê.

Die metings het vierdens aangetoon dat al drie die modules 'n prakties betekenisvolle korttermyneffek op student-konstabels se kennis, houdings en gedrag gehad het. Hierdeur is beide hul persoonlike en professionele funksionering positief versterk.

Die benutting van fokusgroepe het vyfdens aangetoon dat die modules nie net van korte duur was nie. Selfs sewe maande ná die afhandeling van die Selfbestuursmodule het dit steeds 'n bepalende invloed op hul houdings en gedrag bly uitoefen. As gevolg hiervan kan daar verwag word dat die effek vir nog 'n geruime tyd sal kan voortduur.

Die modules was egter nie net van "objektiewe" waarde vir die ontvangers nie. Deur die benutting van die sinvolheids- en waardeskale is daar gevind dat hulle ook op 'n subjektiewe vlak beleef het dat die intervensies waarde tot hul lewens toegevoeg het.

Daar is laastens bevind dat die aanbieders, aanbiedings en leermateriaal van 'n hoë standaard was en positief tot die bereiking van die module-uitkomste bygedra het. Die meer geringe leemtes in die opleidingshulpmiddele (bv. transparante, ysbrekers en aktiwiteite) en opleidingskonteks (bv. lokale en tegniese hulpmiddele) behoort egter verdere aandag te geniet.

13. RIGLYNE VIR DIE VERBETERING VAN DIE PROGRAM EN DIE MODULES

Ten spyte van die sukses wat behaal is, het die ondersoek en bevindinge getoon dat die drie betrokke modules en die Selfbestuursprogram as geheel nog op die volgende ses wyses verder verbeter kan word:

- Die MIV/VIGS-bewusmakingsmodule se inligting en veral statistieke behoort hersien en met die nuutste navorsingsbevindinge aangevul te word.
- Alhoewel die kerninhoud en aanbiedingstrategie van die modules oor Finansiële Bestuur en Probleemoplossing basies onveranderd moet bly, behoort dit jaarliks tydens die hersiening van die totale Basiese Opleidingsprogram ook in oënskou geneem te word. Daar moet veral gesorg word dat dit in lyn met die ander modules van die program bly.
- Die voorbeelde en scenario's wat in die modules gebruik word, kan meer op SAPD-spesifieke situasies gegrond word.
- Die leerkonteks van sommige opleidingskolleges kan verbeter. Veral hul opleidingslokale en tegniese hulpmiddele behoort aandag te geniet.
- Al drie modules se aanbiedingsmateriaal moet met meer transparante aangevul word. Daar moet ook meer hulpmiddele vir kondoomdemonstrasies aan die aanbieders van die MIV/VIGS-bewusmakingsmodule voorsien word.
- 'n Poging moet aangewend word om die huidige transparante na 'n multimedia-fomaat oor te skakel en die apparaat wat vir hierdie tipe aanbiedings nodig is, beskikbaar te stel. Dit sal dan ook moontlik wees om video's en ander vorme van oudiovisuele media by die aanbiedings in te sluit.
- Die maatskaplike werkers wat die aanbiedings doen, behoort gereeld opleiding te ontvang in die nuutste tegnieke van fasilitering en eksperiënsiële leer. Dit sal verseker dat die beste kwaliteit diens steeds aan die SAPD se student-konstabels gelewer word.

14. SLOTOPMERKINGS

Die evaluering van die besluitnemingskomponent het bo twyfel bewys dat die drie betrokke modules 'n prakties betekenisvolle kort- en langtermyneffek op die student-konstabels se kennis, houdings en gedrag het. Dit is effektiewe intervensiemeganismes wat tot hul persoonlike, sowel as professionele groei bydra en sodoende meehelp om van hulle bates vir die organisasie en die Suid-Afrikaanse gemeenskap te maak.

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SAPS *see* South Africa (Rep.) South African Police Service.

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USB **kyk** UNIVERSITEIT VAN STELLENBOSCH. BESTUURSKOOL

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WPDCE **kyk** Working Party on Development Cooperation and Environment.

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ARTIKEL 3

P. Huisamen & M.L. Weyers

DIE SAPD SE SELFBESTUURSPROGRAM: DIE AARD EN EFFEK VAN DIE LEWENSDOELKOMPONENT OP STUDENT-KONSTABELS

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ABSTRACT

Background: *In 2003, the National Commissioner of the South African Police Service gave instruction that all student constables should receive personnel capacity building training as part of their basic training. This resulted in the development and implementation of the weeklong Self-Management Programme by Police Social Work Services. In 2004 a comprehensive study was launched into the effect of programme's modules on recruits. It included the effect of the two modules that make up the programme's purpose-in-life component.*

Aim: *The primary aim of the research project on which this paper is based, was to determine the effect of the Self-Management Programme's Planning of Goals and Self-Knowledge modules on the knowledge, attitudes and behaviour of the SAPS recruits.*

Method: *To achieve its aim, the research utilized an experimental design that involved the mobilisation of an average of 400 experimental group respondents, 120 control group members, 14 presenters and 12 focus group members per module. A total of 10 questionnaires and a focus group memorandum were developed and administered. Inferential statistics and triangulation were utilised to analyse and interpret the data that was generated by these instruments.*

Results: *The research showed beyond doubt that the modules did indeed have a statistical and practical significant effect on the recruits' knowledge, attitude and behaviour. It not only changed their work-life, but their personal lives as well.*

1. INLEIDING

Na aanleiding van die sukses wat met die Polisie Maatskaplikewerkdienste se algemene personeelkapasiteitsbouprogramme behaal is, het die Nasionale Kommissaris van Polisie in 2003 opdrag gegee dat hierdie tipe dienslewering ook na nuwe student-konstabels uitgebrei moes word. Dit het tot die ontwikkeling van die Selfbestuursprogram aanleiding gegee. Dié program het vanaf Julie 2004 'n integrale deel van die basiese opleiding van alle student-konstabels uitgemaak. In dieselfde jaar is met die effektiwiteitsmeting hiervan begin.

In hierdie uiteensetting sal daar gefokus word op die ontwikkeling, aard en veral verifiëring van een van die Selfbestuursprogram se afdelings, naamlik die lewensdoelkomponent. Dié komponent bestaan uit twee modules, by name Doelwitbeplanning ("Planning of Goals") en Selfkennis ("Self-Knowledge").

2. AGTERGROND EN ONTWIKKELING VAN DIE SELFBESTUURSPROGRAM

Ten einde die Selfbestuursprogram en sy lewensdoelkomponent in perspektief te kan plaas is dit nodig om kortliks te let op die faktore wat tot die instelling van personeelkapasiteitsbouprogramme in die Suid-Afrikaanse Polisiediens (voortaan soms verkort met "SAPD") aanleiding gegee het. Daarna sal die stappe wat gevolg is om die Selfbestuursprogram te ontwikkel in oënskou geneem word.

Die ontwikkeling van gestruktureerde kapasiteitsbouprogramme deur die SAPD se Maatskaplikewerkdienste kan aan vier basiese faktore toegeskryf word:

- Dit is eerstens die beleids- en strukturele veranderinge wat op die April 1994-verkiesing en die promulgering van die Wet op die Suid-Afrikaanse Polisiediens (Wet No 68 van 1995) in 1996 gevolg het. Daar is veral in beleidsdokumente beklemtoon dat personeellede bemagtig moes word om 'n effektiewe diens in 'n veranderende organisasie en gemeenskap te lewer.
- Tweedens het Maatskaplikewerkdienste se dienslewering statistiek 'n styging in maatskaplike probleme onder lede aangedui (vgl. PSWS, 2001[a]:2). Dié probleme kon nie meer op 'n kostedoeltreffende wyse deur die beskikbare maatskaplike werkers, met slegs die bestaande terapeutiese dienste, gehanteer word nie.
- Derdens het navorsing in 1997-1998 getoon dat daar 'n duidelike behoefte aan beide reaktiewe (terapeutiese) en proaktiewe (kapasiteitsbougerigte) maatskaplike dienste in die organisasie bestaan het (Ask Africa, 1997:29).
- Laastens was die organisasie se eie maatskaplike werkers van mening dat die ontwikkeling en implementering van die personeekapasiteitsbouprogramme tot die bevrediging van die organisasie se diensleweringsbehoeftes sou bydra (Stutterheim & Weyers, 2004:1,4).

Die betrokke vier faktore het tot die ontwikkeling en wydverspreide implementering van 15 personeelkapasiteitsbouprogramme aanleiding gegee. Dié programme maak steeds 'n integrale deel van Polisie Maatskaplikewerkdienste se intervensies uit.

In 2001 is met die effekmeting van die betrokke programme begin. Dié ondersoek, wat as die Evaluation of Personnel Capacity-building Programmes 1 (EPCaP1)-studie bekend staan, het aangetoon dat die betrokke intervensies wel 'n prakties betekenisvolle effek op die personeel se kennis, houding en gedrag gehad het (Weyers, 2004:58-59).

Die resultate van die EPCaP-studie het daartoe bygedra dat die Nasionale Kommissaris van die Polisie in 2003 opdrag gegee het dat 'n personeelkapasiteitsbouprogram ontwikkel moes word wat deel sou uitmaak van die Basiese Opleidingsprogram wat elke nuwe rekruut van die SAPD moet deurloop. Die navorser was 'n lid van een van die werkgroepe wat gedurende September 2003 saamgestel is om die nuwe program te ontwikkel. Die resultaat van die werkgroepe se insette was die nege modules wat tans gesamentlik as die *"Selfbestuursprogram/ Managing Yourself Programme"* (voortaan soms verkort met net "program") bekend staan.

Daar is vanuit die staanspoor besluit om die nuwe program ook aan 'n omvattende evaluasie te onderwerp. Dit het tot die Evaluation of Personnel Capacity-building Programmes 2 (EPCaP2)-studie, waarby twee Ph.D.-studente betrek is, aanleiding gegee. Elkeen sou twee van hierdie omvattende program se vier komponente hanteer. Die onderhawige ondersoek maak deel hiervan uit.

Die Selfbestuursprogram, wat Tema 3 van die Basiese Opleidingsprogram uitmaak, is gedurende Julie 2004 vir die eerste keer as 'n integrale deel van die basiese opleiding van student-konstabels aangebied. Dit word twee maal per jaar tydens elke nuwe inname aan tussen 4000 en 5500 rekrute op 'n slag herhaal.

3. DIE AARD VAN DIE SELFBESTUURSPROGRAM

Die oorhoofse doel van die Selfbestuursprogram is om rekrute toe te rus om op 'n professionele, verantwoordelike en aanvaarbare wyse in die gemeenskap en organisasie op te tree. Dit is in die besonder daarop gerig om hulle te bemagtig met die kennis, houding en vaardighede wat nodig is om 'n professionele kliëntediens te lewer (SAPS, 2004[d]:iii) en terselfdertyd meer veerkragtige (''resilient'') individue te wees (vgl. Stutterheim & Weyers, 2004:10; Thompson, 2002:xvii). Veerkragtigheid word in hierdie verband gesien as:

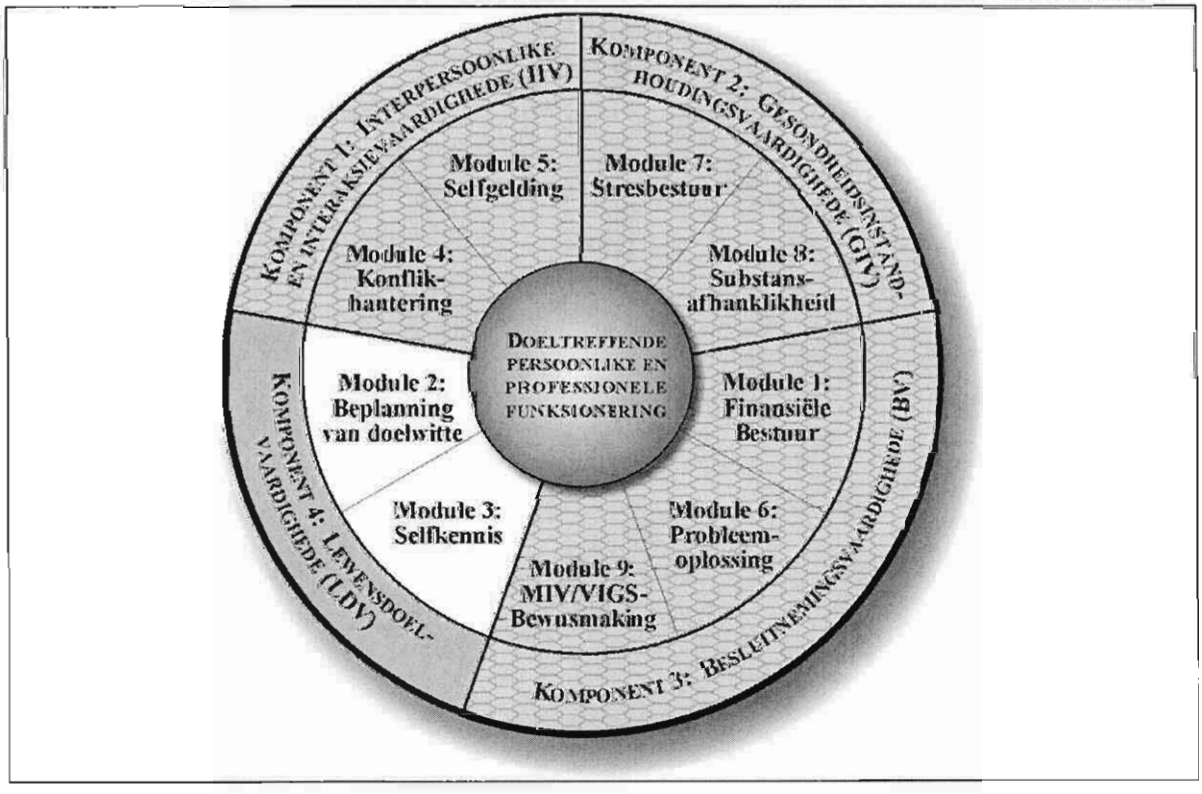
> *"...the process, capacity and outcome of successful adaptation to challenges and adversity, sustained competence under threatening circumstances and the ability to recover from trauma"* (Stutterheim & Weyers, 2004:11).

Die program bestaan uit nege modules wat oor 'n totaal van vyf dae (40 kontakuur) aangebied word. Die betrokke nege modules kan aan die hand van Brooks se taksonomie van lewensvaardighede (Brooks, 1984:359-381; Darden & Gazda, 1996: 3-5, Ginter, 1999:191-203), in vier komponente verdeel word. Dit is naamlik:

- Komponent 1: Interpersoonlike en interaksievaardighede (Afkorting: IIV)
- Komponent 2: Gesondheidsinstandhoudingsvaardighede (Afkorting: GIV)
- Komponent 3: Besluitnemingsvaardighede (Afkorting: BV)
- Komponent 4: Lewensdoelvaardighede (Afkorting: LDV)

Die betrokke komponente, tesame met die modules wat in elkeen voorkom, word visueel in Diagram 1 uitgebeeld.

DIAGRAM 1: INDELING VAN DIE SELFBESTUURSPROGRAM VOLGENS BROOKS SE TAKSONOMIE VAN LEWENSVAARDIGHEDE MET BESONDERE BEKLEMTONING VAN KOMPONENT 4



4. DIE AARD VAN DIE LEWENSDOELKOMPONENT

Brooks (1984:6) se taksonomie van lewensvaardighede omsluit al die aangeleerde vaardighede wat vir 'n effektiewe lewenswyse nodig is. Verskeie ander outeurs het op Brooks se werk voortgebou (vgl. Ginter, 1999; Darden & Gazda, 1996) en na aanleiding van uitgebreide navorsing is al die vaardighede in vier sogenaamde "developmental life-skills areas" verdeel (Ginter, 1999:196). Dit word onderskeidelik die "human relations skills" (heromskryf as interpersoonlike en interaksievaardighede), "health maintenance skills" (gesondheidsinstandhoudingsvaardighede), "decision-making skills" (besluitnemingsvaardighede) en "purpose-in-life-skills" (lewensdoelvaardighede) genoem (Ginter, 1999:196). Die kriterium wat vir die betrokke indeling gebruik is, is die besondere faset van menslike funksionering waarop die komponent fokus.

Die lewensdoelkomponent wat in hierdie artikel gedek word, inkorporeer die interaksie tussen genetiese aanleg en terugvoer van die omgewing, en omvat die vaardighede wat nodig is vir die voortgaande ontwikkeling van 'n persoonlike identiteit en emosionele bewustheid (Darden & Gazda, 1996). Dit sluit vaardighede in soos selfmonitering, om 'n positiewe selfbeskouing te behou, interpersoonlike intimiteit, beroepsgerigtheid, omgewingsaanpassing, die uitklaar van waardes en morele standaarde en die ontwikkeling van en uitklaring van seksuele rolle en seksualiteit (Darden & Gazda, 1996). Twee van die Selfbestuursprogram se modules val in hierdie kategorie, naamlik Doelwitbeplanning (Module 2) en Selfkennis (Module 3).

Die inhoud en aanbieding van die betrokke twee modules sal vervolgens slegs ter oriëntering kortliks in oënskou geneem word.

4.1 DIE INHOUD EN AANBIEDING VAN DIE DOELWITBEPLANNINGSMODULE

'n Doelwitbeplanningsmodule is aanvanklik as 'n generiese personeelkapasiteitsbouprogram ontwikkel omdat bevind is dat gebrekkige doelwitbeplanningsvaardighede tot die probleem van stres en personeelkonflik kan bydra (Huisamen, 2004:51). Omdat die Selfbestuursprogram juis proaktief van aard is, is besluit om 'n soortgelyke module by die nuwe program in te sluit. Die betrokke module, wat as "Planning of Goals" bekend staan, se doel is om student-konstabels toe te rus met die vermoë "...to utilize goals for achieving personal effectiveness" (PSWS, 2004^{c}:i). Die persoonlike effektiwiteit wat hier ter sprake is, omsluit elke terrein van hul lewens: vanaf die finansiële tot die geestelike, en vanaf die sosiale tot gesondheidsinstandhouding. Indien suksesvol geïmplementeer, sal dit nie net aan hul gedrag rigting gee nie, maar ook 'n gevoel van doelgerigtheid by hulle kweek (PSWS, 2004^{c}:i).

Die module word slegs deur maatskaplike werkers, wat spesifiek vir dié doel opgelei is, aangebied. Elke aanbieder word voorsien van 'n volledige opleidingspakket wat onder andere die leermateriaal, voorbeelde van ysbrekers vir die deelnemers, eksperiënsiële oefeninge, 'n aanbiedersgids en 'n aanbiedingsplan bevat (PSWS, 2004^{c}). Die aanbieding neem die vorm van 'n twee uur lange werkswinkel aan. Die temas wat daartydens gedek word en die belangrikste prosedures en hulpmiddele word in Tabel 1 opgesom. Aangesien die program slegs in Engels geskryf is, word die betrokke inligting in dié taal weergegee.

TABEL 1: DIE TEMAS EN AANBIEDING VAN DIE DOELWITBEPLANNINGSMODULE

TEMAS	PROSEDURES EN HULPMIDDELE
1. Introduction	▪ Icebreaker ▪ Orientation: The importance of goals
2. Guidelines for the formulation of goals	▪ Completion of the "Wheel of balance": Balanced goals (questionnaire in workbook) ▪ Presentation: SMART principle
3. The impact of time management on the achievement of goals	▪ Small-group discussion: The consequences of ineffective time management ▪ Presentation: Effective time management (transparency)
4. The basic principles for setting goals	▪ Discussion: Types of goals ▪ Discussion: Guidelines for goal-formulation ▪ Completion of own written goals: Importance of written, balanced goals
5. Planning life goals	▪ Discussion ▪ Exercise: Collage on own goals (magazines, pens, glue, etc.) ▪ Feedback: Share collages in small groups
6. Summary	▪ Summary and conclusion

Tydens die aanbieding van die module word die aktualiseringsfunksie van die individu, wat deur die lewensdoelkomponent beklemtoon word, bespreek. Die fokus val veral op die totale menswees van die individu, die belang van gebalanseerde doelwitte en die feit dat doelwitbeplanning geïndividualiseerd moet wees (vgl. Darden & Gazda, 1996). Hierin word doelwitbeplanningsvaardighede gesien as die vermoë om doelwitte strategies te bepaal en om die nodige stappe te doen om dit te bereik (vgl. Barker, 1995:152). Beplanning behels weer die proses om 'n probleem te identifiseer, doelwitte saam te stel, na te dink oor maniere om dit te bereik en om die vordering met die bereiking van die doelwitte te meet (WPDCE, 1999:26).

In die aanbieding neem die sessie 'n aanvang met 'n oorsig oor die aard en verloop van die module (sien Tabel 1). Dit word gevolg deur 'n oorsig van die belangrikheid van doelwitbeplanning wat veral op die gedagtes van Maree & Ebersohn (2002:266) en Covey (1990:36) gebou is.

Die rekrute voltooi dan die "Wheel of Balance"-vraelys. Na aanleiding van hierdie vraelys kan elke deelnemer bepaal vir watter aspek van sy of haar lewe hy/sy nie beplande doelwitte het nie. Daarna word:

- die gevolge van swak tydsbestuur deur middel van 'n transparant en groepbespreking oorgedra,
- op die gebruikmaking van die SMART-beginsel in doelwitformulering gelet (die akroniem SMART staan vir die konsepte "Specific, Measurable, Attainable, Realistic/Result orientated, Time Frame"), en
- aan die aard en belangrikheid van kort-, medium- en langtermyndoelwitte aandag geskenk.

Met die voorafgaande inligting as basis, kry die rekrute dan die geleentheid om hul eie doelwitte eers op skrif te stel (vgl. Nelson-Jones, 1991:107) en daarna met behulp van 'n collage visueel uit te beeld. Die collages word eers in kleingroepe met mekaar gedeel voordat daar aan die peloton terugvoer gegee word. Aan die einde som die aanbieder die inhoud van die module en die implikasies daarvan op.

4.2 DIE INHOUD EN AANBIEDING VAN DIE SELFKENNISMODULE

Die Selfkennismodule is by die Selfbestuursprogram ingesluit omdat 'n gebrek aan selfkennis as een van die oorsaaklike faktore van personeelverhoudings- en selfbeeldprobleme beskou kan word. In hierdie verband is Thompson (2002:3) van mening dat selfkennis 'n primêre rol in die ontwikkeling van alle sosiale vaardighede speel, terwyl Rooth (1995:70) meld dat "...working towards an increasingly positive self-concept is of cardinal importance: the self-concept underlies all human behaviour and can be a major motivating or inhibiting force". Deur personeel se selfkennis te verbeter kan hulle dus bemagtig word om werksverwante en alledaagse probleemsituasies meer sinvol te hanteer (Smith, 1991: module 2:10). Sodoende stel die betrokke module rekrute in staat om volle waarde uit die ander modules van die program te kan put.

Die Selfkennismodule is ook gebaseer op die aanname dat 'n toename in selfkennis 'n toename in selfvertroue teweeg bring. Burnard (in Thompson, 2002:3) omskryf selfkennis as " the process of getting to know your feelings, attitudes and values. It is also learning about the effect you have on others." Die module fokus gevolglik op die aard, belangrikheid en implikasies van 'n selfkonsep en die rol wat dit binne verhoudings speel.

Net soos in die geval van Doelwitbeplanning word die spesiaal opgeleide maatskaplike werkers elkeen van 'n volledige aanbiedingspakket voorsien. Dit bevat die voorgeskrewe leermateriaal, eksperiënsiële oefeninge, 'n volledige aanbiedersgids en aanbiedingsplan, asook 'n werkboek (PSWS, 2004[c]). Dié werkboek bevat al die uitdeelstukke wat deur die rekrute gebruik word. Die module word in die vorm van 'n twee uur lange werkswinkel aan die begin van die tweede dag van die Selfbestuursprogram aangebied.

Tabel 2 bevat 'n opsomming van die temas en die belangrikste prosedures en hulpmiddele van die module-aanbieding. Net soos met die uiteensetting van die Doelwitbeplanningsmodule, word die betrokke inligting in Engels weergegee.

TABEL 2: DIE TEMAS EN AANBIEDING VAN DIE SELFKENNISMODULE

TEMAS	PROSEDURES EN HULPMIDDELE
1. Introduction	▪ Ice breaker ▪ Group discussion of self-concept/self-knowledge
2. Learning about ourselves: The Johari Window ▪ Open self ▪ Blind self ▪ Hidden self ▪ Undiscovered self	▪ Presentation: Johari Window (transparency) ▪ Group discussion: The Johari Window of an HIV positive person
3. Aspects of self-concept: ▪ Physical self ▪ Intellectual self-concept ▪ Psychological self-concept ▪ Social self-concept ▪ Moral self-concept	▪ Presentation: Aspects of self-concept ▪ Exercise 1: Series of drawings or coat of arms (workbook) ▪ Small group discussions: Individual self-concept
4. Importance of a person's self-concept	▪ Discussion: Why self-concept is important ▪ Small group discussion: Feedback re opinions (questionnaire in workbook)
5. Summary	▪ Drawing of individual Johari Windows ▪ Summary and conclusion: Presenter

Tydens die ysbreker kry die rekrute geleentheid om hulself deur die gebruik van 'n kleur, fiktiewe karakter, blom of dier wat iets van hul persoonlikheid verteenwoordig, aan die res van die groep voor te stel. Die ysbreker word daarna uitgebrei deurdat hulle addisionele assosiasies individueel op papiertjies neerskryf. Daarna word die konsep van selfkennis met sy verbandhoudende begrippe soos selfbeeld, selfkonsep, selfaanvaarding, selfagting en selfvertroue (Cilliers *et al.*, 1988:23) aan die ontvangers verduidelik.

Om die aard en implikasies van die selfkonsep te verduidelik word 'n transparant van die Johari Venster aan die rekrute vertoon en bespreek. Die rede vir hierdie keuse is omdat die Venster 'n handige hulpmiddel is om die verskillende *vlakke* en dimensies van selfkennis te verduidelik (Kruger, 2001:25; Thompson, 2002:9). Die aanbieder kan ook eienskappe aangaande hom-/haarself as 'n voorbeeld en ter verduideliking van die transparant gebruik. Ten einde die konsep meer prakties te maak word die groep gevra om terugvoer te gee oor hoe hulle dink iemand wat MIV-positief is se Johari Venster kan lyk.

Vyf fasette van 'n selfkonsep kom daarna aan die beurt, te wete die fisieke, intellektuele, psigologiese, sosiale en morele. Die rekrute verdeel daarna in kleiner groepe en kry die opdrag om elk hul eie eienskappe en verwagtinge in die vorm van tekeninge of die ontwerp van 'n skild ("coat of arms") uit te beeld. Vrywilligers kry dan die geleentheid om die betekenisse van die simbole wat gebruik is, met die res van die groep te deel.

Tydens die laaste fase van die aanbieding word die belangrikheid van 'n positiewe selfkonsep gedek en kry die rekrute die geleentheid om hul persoonlike Johari Venster op te stel. Hierdie "produk" word vir verdere verwysing deur die betrokkenes gehou.

5. DIE NAVORSINGSONTWERP EN -PROSEDURE

Ten einde te kan bepaal of die betrokke modules en die Selfbestuursprogram waarvan hulle 'n deel uitmaak, wel 'n prakties betekenisvolle effek op rekrute se kennisvlakke, houdings en gedrag het, is daar vroeg in 2005 'n omvattende empiriese ondersoek by al die SAPD-Opleidingskolleges in Suid-Afrika geloods. Die agtergrond, aard en doel van hierdie ondersoek sal vervolgens aandag geniet. Hierin sal die klem veral op die lewensdoelkomponent se twee modules val.

5.1 DOELSTELLINGS

Die kerndoelstellings van die ondersoek was:

- om te bepaal of die Doelwitbeplanning- en Selfkennismodules wel voldoen aan die vereistes wat aan sodanige tipe intervensies gestel word;
- om met behulp van 'n empiriese ondersoek die effek van die modules op student-konstabels te meet; en
- om, aan die hand van die resultate wat met die teoretiese en empiriese ondersoek verkry is, riglyne vir die verbetering van die modules en aanbieding daar te stel.

5.2 NAVORSINGSONTWERP

In die ondersoek is daar primêr van 'n kwantitatief gefokusde klassieke eksperimentele navorsingsontwerp, ook bekend as die "randomised pretest-posttest control group design" (Fouche & De Vos, 2002:147), gebruik gemaak. Dit is ook met 'n meer kwalitatiewe, beskrywende ontwerp aangevul.

5.3 NAVORSINGSPROSEDURE

Die ses stappe van die ondersoekproses was: 'n literatuurstudie, die ontwerp en toetsing van meetinstrumente, die meting van die intervensies se korttermyneffek, die bepaling van die modules se langtermyneffek, die meting van die intervensies se opbrengs op belegging ("Return on investment/ROI") en die voltooiing van navorsingsverslae. Vervolgens sal die kerninhoud van elk van hierdie stappe weergegee word.

5.3.1 Stap 1: Die literatuurstudie

Om meer inligting oor die begronding van die program te bekom en met die formulering van die meetinstrumente te help, is 'n omvattende literatuurstudie na die teoretiese fundering en die aard van lewensvaardighede, program-aanbieding en program-evaluasie onderneem. Die bronne wat hierin gebruik is, het SAPD-dokumentasie, navorsingspublikasies, boeke, tydskrifte van Suid-Afrikaanse en buitelandse oorsprong en internetgebaseerde databasisse en publikasies ingesluit. Die bronne was afkomstig vanaf 'n wye verskeidenheid dissiplines soos maatskaplike werk, bestuurswetenskappe, opvoedkunde, kriminologie en psigologie. Dit is onder andere gebruik om te bepaal of die modules se inhoud en aanbieding in lyn met die jongste stand van denke op die betrokke gebiede is.

5.3.2 Stap 2: Die ontwerp en toetsing van die meetinstrumente

Die volgende stap het bestaan uit die ontwerp en toetsing van elk van die ses vraelyste wat tydens die effekmeting van elke module gebruik sou word. Die eerste vier is tydens die voor- en natoetsing van onderskeidelik die eksperimentele en kontrolegroepe gebruik. Dit is vanuit die staanspoor so ontwerp dat dit verandering in die respondente se kennisvlakke, houdings en gedrag (KHG) sou meet en 'n direkte vergelyking tussen die groepe moontlik sou maak. As gevolg van hul besondere fokus, sal die vier vraelyste vervolgens gerieflikheidshalwe die "KHG-vraelyste" genoem word.

Geheime kodes wat deur die respondente self voltooi is, is gebruik om vraelyste direk met mekaar te verbind. Sodoende is hul anonimiteit verseker.

Die tweede stel meetinstrumente het uit 'n aanbiedings- en 'n aanbiedersevaluasievraelys bestaan. Soortgelyke vraelyste, wat met sukses tydens die vorige EPCaP-studie gebruik is (Huisamen, 2004:185-8), het die basis van hul ontwerp gevorm.

Die prosedure wat in die ontwikkeling en aanvanklike verifiëring van die meetinstrumente gebruik is, kan in die volgende vier stappe ingedeel word:

- As eerste stap is die resultate van die literatuurstudie, die vorige EPCaP-studie en die inhoudelike van die nuwe modules as basis gebruik om konsep-vraelyste te ontwerp.
- Ten einde die verstaanbaarheid van die konsep-vraelyste te bepaal is dit op 4 Junie 2004 aan vyf leke-evalueerders voorgelê. Dié evalueerders is persoonlik deur die navorser gewerf en het uit twee polisie-konstabels, 'n onlangse skoolverlater, 'n polisie-maatskaplike werker en 'n Afrikaans onderwyser bestaan (sien Addendum 20a). Alhoewel die betrokkenes die vraelyste oor die algemeen positief ervaar en as verstaanbaar beskou het, het hul response aangedui dat bepaalde vrae en skale verder aangepas moes word.

- Die aangepaste vraelyste is vanaf 21 tot 24 Junie 2004 met 'n paneel deskundiges bespreek. Hierdie paneel het uit drie maatskaplikewerk-dosente, twee polisie-maatskaplike werkers en een sielkunde-dosent bestaan (sien Addendum 20b). Die doel van die sessies, wat die vorm van fokusgroepbesprekings aangeneem het, was om die relevantheid asook inhouds- en kriteriumgeldigheid van elke vraag en skaal te bepaal (vgl. Creswell, 2003:157-8; Jackson, 2003:44-5). Die resultate van die besprekings is gebruik om die vraelyste finaal vir 'n loodsondersoek voor te berei.
- Die loodsondersoek het vanaf 26 tot 30 Julie 2004 plaasgevind. Daartydens is al die vraelyste aan gemiddeld 131 rekrute per module geadministreer. Dié rekrute was vanaf ewekansig geselekteerde pelotonne van die Pretoria en Oudtshoorn SAPD-Opleidingskolleges afkomstig. Die data wat ingewin is, is daarna aan indringende statistiese analise onderwerp. Die resultate is gebruik om die vraelyste finaal vir die hoofondersoek voor te berei.

5.3.3 Stap 3: Die meting van die intervensies se korttermyneffek

Die hoofondersoek na die korttermyneffek van elk van die modules het vanaf 24 tot 29 Januarie 2005 by al sewe SAPD-Opleidingskolleges, wat op daardie stadium met basiese opleiding in die land gemoeid was, plaasgevind (sien opskrif 5.4 vir besonderhede). Die data wat hieruit verkry is, is aan volledige statistiese analise onderwerp en geïnterpreteer.

5.3.4 Stap 4: Die bepaling van die intervensies se langtermyneffek

Die bepaling van die langtermyneffek van die modules het tussen 1 en 19 Augustus 2005, dus ses tot sewe maande na die aanvanklike intervensie, plaasgevind. Dit het die vorm aangeneem van fokusgroep-besprekings met rekrute wat die Januarie 2005-opleiding deurloop het. Die data wat hiertydens gegenereer is, is ook aan analise en interpretasie onderwerp (sien opskrifte 7.1.5 en 7.2.5 vir besonderhede)

5.3.5 Stap 5: Die bepaling van die intervensies se opbrengs op belegging ("Return on investment/ROI")

Bogenoemde data ten opsigte van die lang- en korttermyneffek van die modules is saam met inligting wat vanaf die SAPD en ander bronne bekom is, gekombineer om hul opbrengs-op-beleggings-koëfisient ("return on investment/ROI") te bepaal (sien Artikel 4 vir besonderhede).

5.3.6 Stap 6: Die voltooiing van navorsingsverslae

Die laaste stap in die navorsingsproses was die boekstawing van al die navorsingsresultate en –implikasies.

5.4 ONDERSOEKGROEPE

In die ondersoek is daar van twee primêre ondersoekgroepe gebruik gemaak. Eerstens is lede van die eksperimentele en kontrolegroepe betrek om die korttermyneffek van die modules te meet, en tweedens die fokusgroeplede waarmee die langtermyneffek bepaal is. Die samestelling van die groepe sal vervolgens in oënskou geneem word.

In die EPCaP2-ondersoek is daarna gestreef om die aanbevole 10% tot 14% van die universum (Strydom & De Vos, 1998:192-3), in hierdie geval die 4249 rekrute van die Januarie 2005-inname, by die eksperiment te betrek. In die meting van die twee modules se effek kon daarin geslaag word om gemiddeld 392 rekrute by

die eksperimentele en 112 by die kontrolegroepe te betrek (vgl. Tabelle 4 - 5). Dit verteenwoordig 11.9% van die universum.

Daar is in beide gevalle van gestratifiseerde, ewekansige steekproeftrekkings gebruik gemaak (vgl. Strydom, 1999:55,69; Zechmeister & Posavac, 2003:11). Die stratifikasie het daaruit bestaan dat die sewe opleidingskolleges wat geselekteer is, so verteenwoordigend as moontlik van die verspreiding van deelnemers uit alle dele van Suid-Afrika moes wees. Dit sou mechelp om die demografiese kenmerke van respondente (soos bv. taal- en kultuurverspreiding) verteenwoordigend van die totale rekruut-populasie te maak. 'n Bykomende faktor wat egter in gedagte gehou moes word, was dat net sekere instansies hul Selfbestuursopleiding met 'n week sou kon uitstel. Die kontrolegroepe moes noodwendig uit een of meer van dié instellings kom.

Nadat alle faktore in ag geneem is, is daar besluit op die indeling soos in Tabel 3 vervat. Dié indeling sou na verwagting verteenwoordiging in terme van die geografiese verspreiding van kolleges, die getal rekrute per kollege en die moontlikheid van die uitstel van opleiding die beste akkommodeer.

TABEL 3: SELEKTERING VAN OPLEIDINGSKOLLEGES EN GETAL PELOTONNE

PROVINSIE	KOLLEGE	EKSPERIMENTELE GROEP (PELOTONNE)	KONTROLEGROEP (PELOTONNE)
Gauteng	• Pretoria	4 Pelotonne	
	• Jakkalsdans	2 Pelotonne	
Wes-Kaap	• Philippi		2 Pelotonne
	• Oudtshoorn	4 Pelotonne	
	• Graaff-Reinet		2 Pelotonne
Oos-Kaap	• Bisho	4 Pelotonne	
KwaZulu-Natal	• Chatsworth		1 Peloton

Die seleksiekriteria het daartoe aanleiding gegee dat die modules se eksperimentele groepe bestaan het uit 784 rekrute wat vanaf die Pretoria-, Jakkalsdans-, Oudtshoorn- en Bisho-Opleidingskolleges afkomstig was. Die kontrolegroepe se 223 lede was weer vanuit die Graaff-Reinet-, Chatsworth- en Philippi-kolleges geselekteer. Hulle het op dieselfde tydstip as die eksperimentele groep hul ooreenstemmende vraelyste voltooi sonder om aan die program blootgestel te word. Die program is eers 'n week later vir hulle aangebied.

In die ondersoek moes daar bepaal word of die gekose deelnemers wel as verteenwoordigend van die universum beskou kon word. Vir dié doel is daar van drie primêre kriteria gebruik gemaak. Dit was naamlik die mate waartoe hul getalsamestelling met dié van die kolleges verband gehou het, hul geslagsamestelling se graad van verteenwoordiging en hul rassamestelling. Van dié drie is laasgenoemde twee as die belangrikste beskou. In die beoordeling is daar van die standpunt uitgegaan dat 'n kategoriepunt-verskil (dus 10%+) as beduidend aanvaar moes word, terwyl 'n verskil van tussen 5% en 9.9% as klein en onder 5% as onbeduidend beskou moes word.

Die verspreiding van eksperimentele en kontrolegroepe in terme van opleidingskolleges word in Tabel 4 opgesom. Die totale kollege-populasies word ook weergegee.

TABEL 4: VERSPREIDING VAN EKSPERIMENTELE EN KONTROLEGROEPE IN TERME VAN OPLEIDINGSKOLLEGES

KOLLEGES	OUDTS-HOORN	PRETORIA	BISHO	JAKKALS-DANS	GRAAFF-REINET	CHATS-WORTH	PHILIPPI	ONG.*	TOTAAL (n)
Kolleges se populasie	374 (8.8%)	1 978 (46.55%)	783 (18.43%)	169 (3.98%)	347 (8.17%)	143 (3.37%)	455 (10.71%)		4 249 (100%)
Potensiële eksperimentele groep	374 (11.32%)	1 978 (59.87%)	783 (23.7%)	169 (5.12%)					3 304 100%
Potensiële kontrolegroep					347 (36.72%)	143 (15.13%)	455 (48.15%)		945 100%
Module 2: Doelwitbeplanning									
Eksperimentele groep	108 (28.5%)	133 (35.08%)	138 (36.41%)						379 (100%)
Kontrolegroep					31 (26.5%)	30 (25.64%)	55 (47.01%)	1 (0.85%)	117 (100%)
Module 3: Selfkennis									
Eksperimentele groep	107 (26.42%)	102 (25.19%)	138 (34.07%)	58 (14.32%)					405 (100%)
Kontrolegroep						48 (45.28%)	57 (53.77%)	1 (0.94%)	106 (100%)

** Ongespesifiseerd op databasis*

Logistieke probleme het meegebring dat daar in sommige gevalle beduidende persentasieverskille tussen die samestelling van die groepe en die getalsterkte van die onderskeie kolleges was. Van die probleme is veroorsaak deur die feit dat daar van pelotonne as seleksiehulpmiddel gebruik gemaak is, maar dat die getal rekrute per peloton aansienlik kon wissel. Ook was Jakkalsdans nie beskikbaar vir Module 2 se eksperimentele groep en Graaff-Reinet vir Module 3 se kontrolegroep nie. Ten spyte hiervan was die uiteindelike samestelling van die eksperimentele en kontrolegroepe redelik in lyn met dié van die onderskeie kolleges. Omdat al die student-konstabels in die land op dieselfde rang- en ervaringsvlak is, behoort die verskille wat wel bestaan, nie werklik 'n negatiewe invloed op die metings uit te oefen nie. Die proviso wat egter hiervoor geld, is dat hul ras- en geslagsamestelling wel sterk ooreenkomste sal moet toon.

Aangesien die kriteria van ras en geslag in die ondersoek dikwels saam gebruik en bespreek word, word die eksperimentele en kontrolegroepe se ras- en geslagsprofiele in Tabel 5 gekombineer. Die populasie se profiel is ook daarin vervat.

TABEL 5: VERSPREIDING VAN EKSPERIMENTELE EN KONTROLEGROEPE IN TERME VAN RAS EN GESLAG

GROEPE	SWART MAN	SWART VROU	BRUIN MAN	BRUIN VROU	WIT MAN	WIT VROU	INDIËR MAN	INDIËR VROU	TOTAAL (n)
Totale Kollege-populasie	2833 (66.67%)	910 (21.42%)	310 (7.3%	113 (2.66%)	43 (1.01%)	20 (0.47%)	19 (0.45%)	1 (0.02%)	4249 (100%)
Module 2: Doelwitbeplanning									
Eksperimentele groep	231 (60.95%)	82 (21.64%)	39 (10.29%)	16 (4.22%)	6 (1.58%)	2 (0.53%)	3 (0.79%)	0 (0.00%)	379 (100%)
Kontrolegroep	74 (63.25%)	13 (11.11%)	13 (11.11%)	11 (9.4%)	2 (1.71%)	3 (2.56%)	1 (0.85%)	0 (0.00%)	117 (100%)
Module 3: Selfkennis									
Eksperimentele groep	264 (65.19%)	75 (18.52%)	39 (9.63%)	16 (3.95%)	6 (1.48%)	3 (0.74%)	2 (0.49%)	0 (0.00%)	405 (100%)
Kontrolegroep	62 (57.94%)	14 (13.08%)	12 (11.21%)	12 (11.21%)	3 (2.8%)	3 (2.8%)	1 (0.93%)	0 (0.00%)	107 (100%)

** Die totale mag verskil n.a.v. die getal respondente wat 'n item voltooi het.*

Ten opsigte van ras en geslag was daar baie sterk ooreenkomste tussen die samestelling van die ondersoekgroepe en dié van die populasie. Geen groep het die 10%-afwykingskerf oorskry nie en in net enkele gevalle was daar kleiner verskille. Daar kan derhalwe tot die gevolgtrekking gekom word dat die eksperimentele en kontrolegroepe, vir in soverre dit ten minste hul ras- en gelagsamestelling aanbetref, wel verteenwoordigend van die populasie was.

5.5 DATA-INSAMELINGSINSTRUMENTE

Die uniekheid van elke module wat polisie-spesifiek ontwerp is, het tot gevolg gehad dat daar nie van bestaande vraelyste of gestandaardiseerde meetinstrumente gebruik gemaak kon word nie. Gevolglik moes totaal nuwe meetinstrumente ontwikkel en gestandaardiseer word. In laasgenoemde verband is konsep-vraelyste eers aan leke-evalueerders voorgelê, daarna deur 'n paneel deskundiges onder hande geneem en laastens aan 'n omvattende loodsondersoek onderwerp. Hierdie intensiewe ontwikkelingsproses het daartoe aanleiding gegee dat net een van die 14 skale wat ontwikkel is, nie oor 'n aanvaarbare Cronbach alpha koëffisiënt (afgekort met "CA" of α) beskik het nie (Tabel 6). Dié skaal se individuele vrae is gevolglik as indikatore van 'n moontlike effek gebruik.

Vanuit die staanspoor is verwag dat van die nuwe skale probleme mag oplewer. Derhalwe is besluit om in die ondersoek ook van triangulering gebruik te maak. Hierdeur sou nie net potensiële leemtes in meetinstrumente oorbrug kon word nie, maar ook 'n beter en meer geïntegreerde profiel van die intervensies se effek verkry word.

In die ondersoek is Hilton (2002) se definisie van triangulering as 'n algemene uitgangspunt gebruik. Hy sien dit soos volg: "Triangulation in research refers to 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." Daar is veral van die sogenaamde intra- of binne-metode ("intra-/within-method") gebruik gemaak omdat meervoudige instrumente ingespan is om dieselfde verskynsel, te wete die *effek* van die modules, te meet en om die resultate met mekaar in verband te bring (Bryman, 2003; Sarantakos.

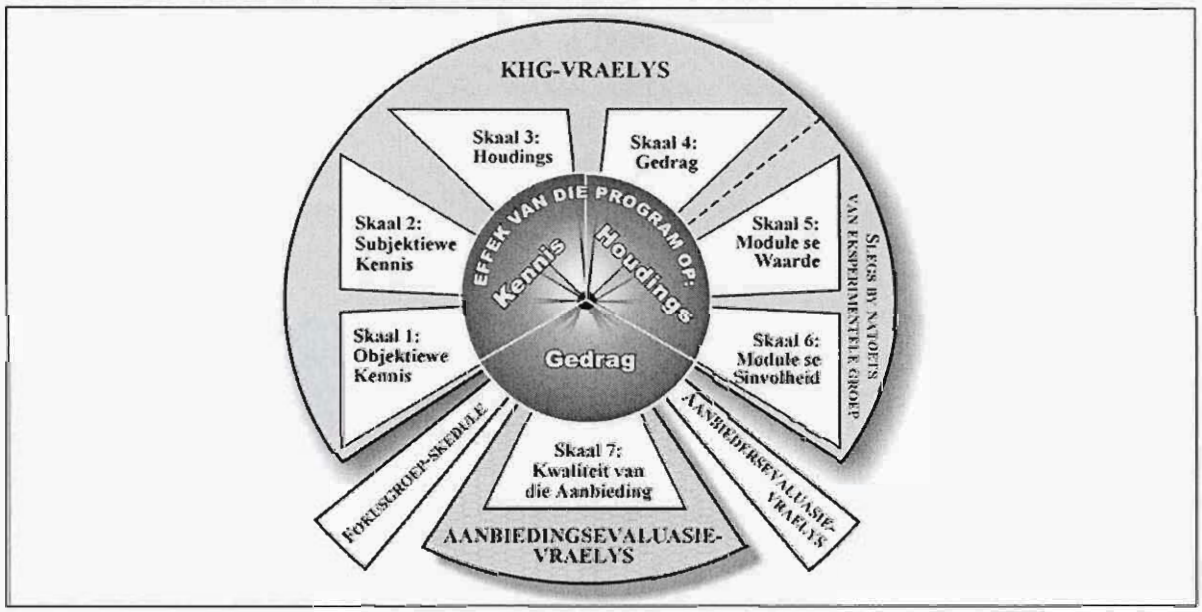
1998:168; Mark, 1996:220; Ritchie, 2003:46). Die doel hiermee was "...to capture a more complete, holistic and contextual portrayal and reveal the varied dimensions of a given phenomenon" (Hilton, 2002) en om die konstantheid van die metings te toets (Patton, 2002:248).

Sewe data-insamelingsinstrumente is gebruik om die effek van elk van die modules te meet. Hulle was soos volg saamgestel:

- Die eerste vier instrumente het bestaan uit die voortoets- en natoetsvraelyste wat deur onderskeidelik die eksperimentele en kontrolegroepe voltooi is. As gevolg van hul fokus op respondente se kennis, houdings en gedrag, sal dié vier gerieflikheidshalwe as die KHG-vraelyste bekend staan. Elke vraelys het vier gepaarde skale bevat wat respondente se objektiewe en subjektiewe kennis, houdings en gedrag gemeet het. By die natoetsvraelys wat aan die eksperimentele groep geadministreer is, is twee bykomende skale ingevoeg. Dit het onderskeidelik hul sienings van die modules se waarde en sinvolheid gemeet.
- Die aanbiedingsevaluasievraelys is die vyfde instrument wat benut is. Dit het een skaal bevat wat uit vier subskale bestaan het. Elke subskaal het 'n bepaalde faset van die module-aanbieding gemeet.
- Die sesde vraelys is deur die aanbieders van die modules voltooi en was grootliks op die aanbiedingsevaluasievraelys geskoei. Omdat die betrokke aanbiedersevaluasievraelys slegs as 'n sekondêre meetinstrument gebruik is, is dit nie aan dieselfde hoëvlak statistiese analise as die ander onderwerp nie.
- Die sewende data-insamelingsinstrument wat ontwerp en benut is, was die fokusgroep-skedule. Dit was op die KHG-vraelyste se vier effekmetingskale en die sinvolheidskaal gebaseer en is gebruik om rigting aan die fokusgroepe se besprekings van die langtermyneffek van die modules te gee. Die groeplede kon ook geskrewe kommentaar op die skedule aanbring.

Die wyse waarop al die instrumente binne die konteks van triangulering met die meting van die module-uitkomste verband hou, word in Diagram 2 uitgebeeld.

DIAGRAM 2: DIE WYSE WAAROP TRIANGULERING IN DIE ONDERSOEK BENUT IS



Die inhoud en aard van elk van die data-insamelingsinstrumente sal vervolgens bespreek word.

5.5.1 Die KHG-vraelyste

Sogenaamde KAB- of KAP (knowledge, attitudes and behaviour and /or practices)–analises maak reeds vir 'n geruime tyd deel uit van opvoedingsgerigte navorsing op die gesondheids-, opvoedkundige, ekonomiese en maatskaplike bemarkingsterreine (Berger *et al.*, 1994; Mitchell & Kaufman, 2002; Donati *et al.*, 2000; WPDCE, 1999; Weinreich, 1999), maar is nog skaars in maatskaplike werk. Die betrokke tipe ondersoeke is gegrond op die beginsel dat menslike funksionering in drie dimensies verdeel kan word. Dit is naamlik die kognitiewe (denke), affektiewe (emosies/gevoelens) en konatiewe (gedrag) (Thompson, 2002:xvii). In KHG–ondersoeke word daar, onder andere, van die standpunt uitgegaan dat die drie dimensies verwant is, maar nie noodwendig liniêre verbande toon nie. So het talle ondersoeke bevestig dat verandering in een dimensie nie noodwendig tot verandering in 'n ander aanleiding gee nie (bv. 'n toename in kennis verander nie noodwendig houdings nie) of dat die bewerkstelliging van 'n verandering in een dimensie (bv. houdings) nie noodwendig 'n voorvereiste vir verandering in 'n ander dimensie (bv. gedrag) is nie (vgl. Akade, 2001:248-251; McCann & Sharkey, 1998: 268-269; Elkind, 1993: 171).

Vir die onderhawige ondersoek is skale ontwerp om onderskeidelik die rekrute se "objektiewe" en "subjektiewe" kennis, houdings en (bestaande/beoogde) gedrag te meet. Die indeling was soos volg:

- Skaal 1: Objektiewe kennis
- Skaal 2: Subjektiewe kennis
- Skaal 3: Houding
- Skaal 4: Gedrag

Om die kennis-komponent meer effektief te meet is daar op twee fasette van hierdie dimensie gefokus. Die eerste is sogenaamde objektiewe kennis. Dit omsluit die graad waartoe ontvangers die feite wat tydens die aanbieding van 'n module gekommunikeer is, kon bemeester het. Die betrokke skaal het dus basies op 'n kennistoets neergekom. Hierteenoor het die sogenoemde subjektiewe kennisskaal op die denkende perspektief van respondente gefokus (Jarvis, 1990:190,249,332). Hulle moes hierin 'n (subjektiewe) self-evaluasie van hul kennis van bepaalde onderwerpe maak. Dit is gedoen deur vrae soos "My knowledge of *self-knowledge* can be described as " by die skaal in te voeg (sien Addendum 15).

In die KHG-vraelyste is daar van Likert-tipe vrae (o.a. "strongly disagree/disagree/agree/strongly agree") (Jackson, 2003:61) gebruik gemaak. Hierdeur kon die verskil in die respondente se bestaande (in die geval van voortoetse) en nuwe (in die geval van natoetse) houdings en gedrag gemeet word. Die vraelyste is, in die geval van die eksperimentele groep, aan die begin en einde van elke dag geadministreer. Die kontrolegroepe het op dieselfde tydstip soortgelyke voor- en natoetsvraelyste by ander opleidingsentra voltooi. Op hierdie wyse kon omgewingsinvloede in die metings verdiskonteer en die netto-effek van die intervensie/onafhanklike veranderlike bereken word.

Slegs in die geval van die natoets by die eksperimentele groep is twee verdere skale by die vraelys gevoeg. Dit het bestaan uit vrae waardeur die betrokke deelnemers die algehele waarde sowel as die sinvolheid van die module moes evalueer. In die interpretasie van data sal dié skale as "Skaal 5: Die waarde van die module" en "Skaal 6: Die sinvolheid van die module" bekend staan (sien Addendum 15).

5.5.2 Die aanbiedingsevaluasievraelys

Die aanbiedingsevaluasievraelys was grootliks gebaseer op 'n soortgelyke instrument wat tydens die eerste EPCBaP-studie ontwerp en getoets is (vgl. Huisamen, 2004:7). In die onderhawige ondersoek is dit na afloop van die totale program se aanbieding deur die lede van die eksperimentele groep voltooi.

Die vraelys het bestaan uit 23 vrae wat in vyf afdelings verdeel is (sien Addendum 18). Die eerste vier afdelings het subskale van die oorhoofse "Skaal 7: Kwaliteit van die programaanbieding" uitgemaak en die volgende fasette van die aanbieding gemeet:

- Afdeling 1: Evaluasie van die aanbieder (Subskaal 7.1)
- Afdeling 2: Evaluasie van die aanbieder se aanbiedingsvaardighede (Subskaal 7.2)
- Afdeling 3: Evaluasie van die leerproses (Subskaal 7.3)
- Afdeling 4: Evaluasie van die konteks waarin die program aangebied is (Subskaal 7.4)
- Afdeling 5: Algemeen *(Lengte van die program, tempo van aanbieding en die balans tussen voordragte en groepsdeelname)*

Die doel met die subskale was om te bepaal of die betrokke fasette van die aanbieding 'n positiewe of negatiewe invloed op die bereiking van die program se uitkomste gehad het. Die meer beskrywende inligting wat deur Afdeling 5 gegenereer is, kon gebruik word om die programaanbieding te verbeter.

5.5.3 Die aanbiedersevaluasievraelys

Met die aanbiedersevaluasievraelys het die maatskaplike werkers (aanbieders) hul eie aanbiedingsvermoëns en vaardighede, asook die sinvolheid van die program, geëvalueer. Dit is ook van hulle verwag om geskrewe aanbevelings vir die verbetering van die program op die vraelys aan te bring.

Om die maatskaplike werkers en rekrute se sienings van die aard en kwaliteit van die aanbiedings met mekaar te kan vergelyk, is die betrokke vraelys grootliks op die aanbiedingevalusievraelys geskoei. 'n Bykomende afdeling oor die waarde en sinvolheid van die modules is egter ingevoeg. Die vraelys is soos volg gestruktureer:

- Afdeling 1: Selfevaluasie van die aanbieder (*kennis, entoesiasme en vermoë om deelnemers betrokke te maak, moeilike leerstof te verduidelik en materiaal met leerders se kennisvlak in verband te bring)*
- Afdeling 2: Evaluasie van die aanbiedingsvaardighede
- Afdeling 3: Evaluasie van die leerproses
- Afdeling 4: Evaluasie van die konteks waarin die program aangebied is
- Afdeling 5: Evaluasie van die waarde en sinvolheid van die module
- Afdeling **6: Algemeen *(lengte van die program, tempo van aanbieding, balans tussen voordragte en groepsdeelname, kommentaar en aanbevelings oor die inhoud en aanbieding** van die onderskeie **modules en algemene kommentaar)***

5.5.4 Fokusgroepe

Fokusgroepe is ongeveer sewe maande na die aanbieding van die modules gemobiliseer en gebruik om die langtermyneffek van die modules te bepaal. Die rede vir hierdie keuse is dat die gebruikmaking van sodanige groepe as 'n besonder effektiewe metode beskou word om verskillende houdings, gevoelens, ervarings en reaksies rakende 'n gegewe onderwerp te bepaal (Gibbs, 1997).

'n Skedule is ontwikkel om rigting aan die fokusgroepgesprekke te gee. Dit het 'n verduideliking van die doel van die groepe, die verwagte agenda en stimuleervrae bevat en is vooraf aan elkeen van die deelnemers voorsien. Met die aanvang van die groepbespreking is 'n opsomming van die inhoud van die module gegee en daarna is lede se belewing van die module se uitkomste, relevansie en die blywende impak (indien enige) daarvan op hul kennis, houding en gedrag volledig bespreek. Hiertydens is die fasiliteerder deur 'n navorsingsassistent, wat veral vir die maak van notas verantwoordelik was, bygestaan.

Die groepbespreking is opgeneem, getranskribeer en geanaliseer. In die analise is die temas en subtemas wat herhaaldelik in die gesprekke voorgekom het, gesistematiseer en gestruktureer (sien Addendum 9 tot 10). Dit is dan as basis gebruik om die aard en graad van 'n module se langtermyneffek te bepaal.

Tydens die evaluasie van die lewensdoelkomponent het al die instrumente meer as 135 900 individuele metings opgelewer. Die wyse waarop dié data verwerk is, word vervolgens in oënskou geneem.

5.6 DIE PROSEDURE EN FORMULES WAT IN DATAVERWERKING BENUT IS

Al die statistiese data wat met behulp van die triangulering van metings ingesamel is, is in oorleg met die Statistiese Konsultasiedienste van die Noordwes-Universiteit en met behulp van die SAS-rekenaarpakket (SAS Institute Inc., 1999) geanaliseer. In die ontleding van die vraelyste en die tersaaklike data wat daaruit voortgevloei het, moes antwoorde op die volgende vrae gevind word: Meet die skale op 'n *betroubare* wyse, is die vrae *geldig* en word *verandering* gemeet? Die data wat deur middel van die fokusgroepe verkry is, is in temas en tendense gegroepeer en met die interpretasie van die statistiese data geïntegreer.

5.6.1 Die berekening van betroubaarheid

In die ondersoek is elke skaal/subskaal se graad van *betroubaarheid* deur middel van die berekening van sy Cronbach se alpha koëffisiënt (CA/α) bepaal (Gravetter & Forzano, 2003:455). 'n Telling van 0.5 is as die minimum aanvaarbare vlak geneem (vgl. Jackson, 2003:87-91). In die onderhawige ondersoek het net een van die 20 skale/subskale (sien Tabel 6: Skaal 1 van Module 3) nie aan hierdie vereiste voldoen nie en is die individuele vrae as indikatormetings benut.

5.6.2 Die berekening van geldigheid

Rakende die *geldigheid* van individuele vrae, is daar vooraf deur middel van leke-evalueerders,'n paneel deskundiges sowel as 'n loodsondersoek gepoog om die gesigs-, inhouds- en kriteriumgeldigheid (vgl. Jackson, 2003:44-5; Creswell, 2003:157-8; Elmes *et al.*, 2003:55-9) daarvan te verhoog.

5.6.3 Die berekening van verandering/effek

Om die *verandering* wat moontlik deur die modules teweeg gebring is te meet, is daar in die ondersoek van beide inferensiële statistiek en Cohen se formule vir die berekening van effekgroottes ("d") gebruik gemaak (Cohen, 1988: 20-7; Steyn, 2000:1-3) Die motivering vir hierdie stap is soos volg:

- Omdat daar in die onderhawige ondersoek 'n ewekansige steekproef getrek is, kon die gekose rekrute as 'n subpopulasie van die beplande teikenpopulasie beskou word. Die gevolg was dat daar

deur middel van inferensiële statistiek na die teikenpopulasie veralgemeen kon word (Steyn, 1999:1-2) en dat die berekening van statistiese beduidendheid (bv. p-waardes) moontlik was.

- Om vas te stel of die program in die praktyk die kennis, houdings en gedrag van SAPD-rekrute sal verander, is daar wel van die gestandaardiseerde verskil as effekgrootte gebruik gemaak (vgl. Gravetter & Forzano, 2003:454). Dit behels die verskil tussen die twee gemiddeldes (of gemiddeldes vanaf 'n gegewe waarde) gedeel deur die standaardafwyking (Spatz, 2001:74). Volgens Steyn (2000:3) is dit 'n natuurlike maatstaf om uitsprake van beduidendheid te kan maak.

Die eerste stap in die bepaling van die modules se effek, was om die d-waardes van die skale en vrae soos wat dit op die eksperimentele groep alleen betrekking gehad het, te bereken. Hierdeur kon bepaal word watter invloed die intervensie *binne* die groep uitgeoefen het. Die formule wat hiervoor gebruik is, was die volgende:

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

Waar:

d = effekgrootte

μ_{diff} = gemiddelde verskiltelling in die eksperimentele groep (voortaan "μ_1" genoem)

σ_{diff} = standaardafwyking van verskiltellings

As tweede stap was dit nodig om te bepaal of daar prakties betekenisvolle verskille *tussen* die voor- en natoetstellings van die eksperimentele en kontrolegroepe was, oftewel in Jackson (2003:175) se woorde: "...how big a role the conditions of the independent variable play in determining scores on the dependent variable." Om dit egter te kon doen, moes daar eers bepaal word of die eksperimentele groep ("e") en kontrolegroep ("c") vóór die aanbieding van die module (die onafhanklike veranderlike) genoegsaam ooreengestem het om 'n vergelyking tussen die twee moontlik te maak. Dit is gedoen deur per skaal die d-waardes van die twee groepe se voortoetsmetings te bereken en dit met mekaar te vergelyk. Dié verskil moes kleiner as 0.5 wees. Normaalweg is dit net in die geval van groter verskille nodig om 'n kovariansie-analise te maak. Alhoewel al die skale wat in hierdie ondersoek gebruik is, se verskil kleiner as 0.5 was, is daar tog aan Pocock *et al.* (2002:2924) se aanbeveling gehoor gegee. Dié outeurs is van mening dat dit in elk geval beter is om 'n kovariansie-analise op natoetse te doen waar vir voortoetstellings gekorrigeer word as om bloot na verskille te kyk (Pocock *et al.*, 2002:2924). Die resultate van hierdie metings is in Addendums 2 en 3.

As derde stap is daartoe oorgegaan om die "netto-verandering" te bereken wat per skaal deur die modules bewerkstellig is. Hiervoor is daar van Cohen se formule vir die berekening van effekgroottes tussen twee groepe gebruik gemaak. Dié formule vir d (effekgrootte) is die volgende:

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

Waar:

d = effekgrootte

μ_1 = gemiddelde verskiltelling in die eksperimentele groep (e)

μ_2 = gemiddelde verskiltelling in die kontrolegroep (c)

$\mu_1 - \mu_2$ = verskil tussen gemiddelde verskiltellings

MSE = gemiddelde kwadraatfout ("mean square error") van die ANCOVA (Cohen, 1988: 20-27; Steyn, 2000:1-3)

Die volgende riglyne geld vir die beoordeling van alle d-waardes:

- d =0.2: dui 'n klein effek aan en impliseer in die geval van nuwe navorsing dat die eksperiment of opname liefs herhaal moet word om seker te maak of daar wel 'n effek was.
- d =0.5: dui op 'n matige of medium effek wat waarneembaar is en dalk betekenisvol mag wees. 'n Beter beplande opname of eksperiment mag in sodanige gevalle moontlik meer beduidende resultate oplewer.
- d =0.8: dui op 'n groot effek wat beduidend en van praktiese belang (dus prakties betekenisvol) is.
- Omdat daar geen absolute grense tussen d-waardes bestaan nie, is dit moontlik om van konsepte soos "klein tot medium effek" en "'n baie groot effek" gebruik te maak (Cohen, 1969:22-5; Spatz, 2001:74-5; Steyn, 1999:3).

In die interpretasie van die data wat deur Skale 5, 6 en 7 en die ander vraelyste opgelewer is, is daar veral van beskrywende statistiek gebruik gemaak. Dit sal veral totale, persentasies en rekenkundige gemiddeldes behels.

6. DIE BETROUBAARHEID VAN DIE MEETINSTRUMENTE

Die betroubaarheidskoëffisiënt (α) van die skale wat in die ondersoek benut is, word in Tabel 6 opgesom (sien Addendum 14-15) vir die vrae wat gebruik is om die betrokke skale saam te stel).

TABEL 6: CRONBACH ALPHA KOËFFISIËNT (α) VIR BETROUBAARHEID VAN MEETINSTRUMENTE

SKAAL	FASETTE EN VRAE	α [2]
Module 2: Doelwitbeplanning		
Skaal 1	*Objektiewe kennis* van doelwitbeplanning	0.57*
Skaal 2	*Subjektiewe kennis* van doelwitbeplanning	0.89*
Skaal 3	*Houdings* rakende doelwitbeplanning	0.58 *
Skaal 4	Doelwitbeplanningsverwante *gedrag*	0.87*
Skaal 5	Die *waarde* van die module	0.77*
Skaal 6	Die *sinvolheid* van die module	0.91*
Module 3: Selfkennis		
Skaal 1	*Objektiewe kennis* van selfkennis	0.42
Skaal 2	*Subjektiewe kennis* van selfkennis	0.89*
Skaal 3	*Houdings* rakende selfkennis	0.68 *
Skaal 4	Selfkennisverwante *gedrag*	0.8*
Skaal 5	Die *waarde* van die module	0.81*
Skaal 6	Die *sinvolheid* van die module	0.92*
Programaanbieding		
Skaal 7	Evaluasie van die programaanbieding:	-
Subskaal 7.1	Evaluasie van die *aanbieder*	0.76*
Subskaal 7.2	Evaluasie van die aanbieder se *aanbiedingsvaardighede*	0.83*
Subskaal 7.3	Evaluasie van die *leerproses*	0.85*
Subskaal 7.4	Evaluasie van die *aanbiedingskonteks*	0.75*

* *Betroubare skale*

[2] α =Cronbach alpha koëffisiënt

Tabel 6 toon dat slegs Skaal 1 van die Selfkennismodule nie oor die minimum Cronbach alpha koëffisiënt van 0.5 beskik het nie. Al die ander skale het oor 'n aanvaarbare (0.5-7.9) tot baie goeie (≥ 0.8) betroubaarheidskoëffisiënt (α) beskik.

7. DIE EFFEK VAN DIE MODULES

In die meting van die modules se korttermyneffek is daar van die standpunt uitgegaan dat die student-konstabels voor die aanbiedings reeds oor 'n bepaalde vlak van kennis, sekere houdings en bepaalde praktyke en vaardighede beskik het (Nelson-Jones, 1991:25). Dit is deur middel van die voortoetse bepaal. Voordat daar verder gegaan kon word, moes daar eers bepaal word of die betrokke vlakke by die eksperimentele en die kontrolegroepe vergelykbaar (dus <0.5) was. Al die benutbare skale het dié toets geslaag (sien Addendum 2-3). Die effek van 'n module op die eksperimentele groep en enige verandering by die kontrolegroep is daarna met behulp van gepaarde t-toetse en 'n kovariansie-analise bepaal. Hier is die waardes gekorrigeer vir voortoetstellings ten einde te kon bepaal of die eksperimentele groep ná die intervensie oor hoër vlakke van kennis en meer toepaslike houdings en gedrag as die kontrolegroep beskik het (sien Addendums 2-3). Net die finale kovariansie-analise se statistiek en die verkreë d-waardes sal in hierdie artikel weergegee word.

Vir die bepaling van die modules se langtermyneffek is daar van fokusgroepe gebruik gemaak. Hierdie keuse was onder andere gegrond op Wholey *et al.* (2004: 7) se siening dat dit 'n effektiewe metode is om reeds-voltooide programme te evalueer. Die 22 student-konstabels wat by die fokusgroepe betrek is, is op 'n beskikbaarheidsgrondslag uit polisiestasies in die Suid-Kaap en Gauteng geselekteer. Almal moes gedurende Januarie 2005 die Selfbestuursprogram by die verskillende opleidingskolleges deurloop het en reeds uitgeplaas wees by die stasies waar hulle veldopleiding ontvang. Hierdeur kon verseker word dat die lede uit dieselfde universum as dié van die eksperimentele en kontrolegroepe kom en dat hulle oor praktykervaring beskik om 'n mening oor die langtermyneffek van die modules te kon vorm. Die uiteindelike samestelling van die groepe word in Tabel 7 vervat.

TABEL 7: VERSPREIDING VAN FOKUSGROEPE IN TERME VAN RAS EN GESLAG

GROEPE	SWART MAN	SWART VROU	BRUIN MAN	BRUIN VROU	WIT MAN	WIT VROU	INDIËR MAN	INDIËR VROU	TOTAAL (n)
Totale SAPD-Kollege-populasie	2 833 (66.67%)	910 (21.42%)	310 (7.3%)	113 (2.66%)	43 (1.01%)	20 (0.47%)	19 (0.45%)	1 (0.02%)	4 249 (100%)
Module 2: Doelwitbeplanning									
Fokusgroep	14 (63.64%)	0 (0%)	6 (27.27%)	2 (9.09%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	22 (100%)
Module 3: Selfkennis									
Fokusgroep	14 (63.64%)	0 (0%)	6 (27.27%)	2 (9.09%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	22 (100%)

Uit Tabel 7 is dit duidelik dat die fokusgroepe in terme van ras en geslag oor die algemeen goed verteenwoordig was teenoor die totale SAPD-Kollege-populasie. Dit sou wenslik wees dat daar swart vroue teenwoordig was in die fokusgroepbesprekings, maar vanweë die feit dat slegs twee stasies betrek is by die besprekings, het beskikbaarheid die groepsamestelling bepaal. Die oorverteenwoordiging van

bruin mans kan toegeskryf word aan die feit dat een van die fokusgroepe in die Suid-Kaap, waar dit meer verteenwoordigend van die gemeenskapsamestelling is, gefasiliteer is. Oor die algemeen kan die resultate egter as verteenwoordigend van die totale SAPD-rekruut-populasie beskou word.

Die volgende basiese prosedure is in die benutting van die fokusgroepe gevolg:

- Die lede van die fokusgroepe is vooraf van die doel en aard van die besprekings in kennis gestel.
- 'n Skedule met stimuleervrae is aan die hand van die tersaaklike module-inhoud en -vraelyste opgestel en vooraf aan elk van die deelnemers voorsien. Hulle kon ook voorlopige response op die temas skriftelik formuleer.
- Die nodige toestemming is verkry om die bespreking op band op te neem.
- 'n Opsomming van die inhoud van die module is aan die begin van die groepsessie aan die lede oorgedra.
- Daarna het die moderator, bygestaan deur 'n navorsingsassistent, die lede se belewing van die module se uitkomste, relevansie en blywende impak aan die hand van die skedule volledig verken.
- Die groepbespreking is daarna getranskribeer. Die temas wat herhaaldelik hierin na vore gekom het, tesame met dié in die geskrewe response en die notas van die navorsingsassistent, is laastens tot een geïntegreerde lys van temas en subtemas gesistematiseer (sien Addendums 9 tot 10).

Die resultate van die fokusgroepbesprekings sal vervolgens 'n deel van die bespreking van elke module se effek uitmaak.

7.1 DIE EFFEK VAN DIE DOELWITBEPLANNINGSMODULE

Die netto-effek wat die Doelwitbeplanningsmodule op die ontvangers gehad het, word in Tabel 8 opgesom. Die implikasies van elke skaal se resultate sal vervolgens afsonderlik hanteer word. Hierin sal daar veral op hul d-waardes gefokus word.

TABEL 8: SKALE 1 TOT 4: KOVARIANSIE-ANALISE GEKORRIGEER VIR VOORTOETSTELLINGS VAN DIE DOELWITBEPLANNINGSMODULE

SKALE	n	VERSKIL VAN GEMIDDELDES	√MSE	p-TELLING	d-WAARDES
Skaal 1: Objektiewe kennis	495	0.347	0.409	<0001	0.85**
Skaal 2: Subjektiewe kennis	494	0.998	0.404	<0001	2.47**
Skaal 3: Houding	495	0.348	0.287	<0001	1.21**
Skaal 4: Gedrag	494	0.688	0.372	<0001	1.85**

** Medium effek: d ≤ 0.5 **Prakties betekenisvolle effek: d ≥ 0.8*

7.1.1 Die toename in objektiewe kennis

Die d-waarde van Skaal 1 toon dat die module 'n prakties betekenisvolle effek op die deelnemers se objektiewe kennisvlakke gehad het. Hulle het dus op die korttermyn beduidend baie feitekennis oor die aard en konteks van doelwitstelling bemeester. Die fokusgroepe het dit bevestig deur die feit dat hulle sekere kennisinhoudelikes (bv. oor die "Wheel of Balance" en die SMART-beginsel) steeds na 'n tydperk van sewe maande kon verbaliseer (sien Addendum 9).

7.1.2 Die toename in subjektiewe kennis

Die resultate van die kovariansie-analise toon aan dat die module 'n baie groot en *prakties betekenisvolle* verskil (Tabel 8: d-waarde =2.47) aan die rekrute se subjektiewe kennis teweeggebring het. Hulle het dit dus beleef as 'n bemagtiging met nuwe kennis wat nuttig gebruik kon word. Uit die fokusgroeplede se kommentaar het dit geblyk dat veral kennis oor die stappe en vereistes van doelwitformulering van waarde geag is en hulle kon selfs die betrokke kennis verwoord (sien Addendum 9). Die algemene gesindheid teenoor die module was ook steeds positief.

Indien die module se kort- en langtermyneffek op kennis vergelyk word, blyk dit dat rekrute die aspekte wat hulle deurlopend en op 'n praktiese wyse kan benut, beter kon herroep. Begrip van abstrakte konsepte of inhoudelikes wat nie van onmiddellike belang is nie, gaan dus maklik verlore.

7.1.3 Die verandering van houdings

Nelson-Jones (1991:13) beskou 'n positiewe houding as 'n gepaste ingesteldheid teenoor enige lewensvaardigheid waar die individu persoonlike verantwoordelikheid aanvaar vir die verwerwing, benutting en ontwikkeling van die betrokke vaardigheid (die sg. "om te wil"-dimensie). Die d-waarde van 1.21 dui daarop dat die module 'n *prakties betekenisvolle* korttermyneffek op die deelnemers se houding jeens doelwitbeplanning gehad het. Doelwitbeplanning het 'n sterk houdingskomponent, in die sin dat dit 'n groot invloed op 'n werknemer se motivering het. Laasgenoemde lei weer tot verbeterde werksprestasie (Robbins, 2005:53-4).

Uit die bespreking tydens die fokusgroepe het dit duidelik geblyk dat die betrokke houdingsverandering blywend van aard was. Die rekrute het erken dat hulle nie vooraf besef het hoe belangrik dit is om doelwitte te hê nie, en dat hulle nou ervaar dat doelwitte bereikbaar is indien jy toegewyd daaraan werk. Die respondente het die module ook as motiverend ervaar, aangesien hulle na die ontvangs daarvan 'n groter dryfkrag het om hul doelwitte te bereik. Hulle was ook van mening dat hulle daarna oor 'n breër visie beskik, en meer georganiseerd en gedetermineerd is (Addendum 9).

Alhoewel daar verskeie navorsingsbevindinge oor die verband tussen houding en gedrag was, is daar tog gevind dat dié houdings wat individue as belangrik beskou en maklik kan onthou, 'n groter impak op gedrag het (Robbins, 2005:27). Uit die resultate van die KHG-meting wil dit voorkom asof dit by doelwitbeplanning wel die geval is.

7.1.4 Die verandering van gedrag

Die "wil om dit te doen" en die "weet hoe om dit te doen" word vervat in die "daadwerklike doen daarvan" wanneer 'n persoon die betrokke vaardigheid aanleer en in die praktyk gaan toepas (Nelson-Jones, 1991:13). Met 'n d-waarde van 1.85 is dit duidelik dat die module 'n persoonlike voorneme om doelwitte daadwerklik te gaan formuleer en nastreef, by rekrute laat ontstaan het. Die fokusgroepe het aangetoon dat dit nie net by voornemens gebly het nie, maar dat die deelnemers reeds daarin geslaag het om sommige van hul mediumtermyndoelwitte te bereik. Hulle het ook bevestig dat dit 'n motiverende invloed gehad het en dat hulle steeds nuwe doelwitte opstel wanneer voriges bereik is. Ook word daar daaglikse korttermyndoelwitte gestel en bereik (Addendum 9).

Na aanleiding van die KHG-meting kan daar samevattend verklaar word dat die Doelwitbeplanningsmodule 'n betekenisvolle verandering in die eksperimentele groep se kennis, houdings en beoogde gedrag op korttermynvlak teweeggebring het. Dit was ook vanuit die fokusgroepgesprekke duidelik dat van hierdie effekte blywend was. Die ander langtermyneffekte sal vervolgens aandag geniet.

7.1.5 Langtermyneffek van die module

Tydens die fokusgroepbespreking het die deelnemers spesifiek melding gemaak van die belang van balans en dat die module hulle die geleentheid gegee het om 'n breër perspektief op hul eie lewens te kry. Hulle het ook steeds die SMART-beginsel tydens doelwitformulering toegepas.

Die deelnemers het die module as relevant vir die werksplek beskou. Hulle meen dat dit hulle met hul daaglikse dissipline en tydsbestuur in die werk sal help en sodoende 'n positiewe invloed op hul prestasiebeoordeling en bevorderingsmoontlikhede sal uitoefen. Die mening is ook uitgespreek dat die betrokke module, sowel as die Selfbestuursprogram in geheel, hulle effektief toerus om die gemeenskap te bedien.

Die feit dat die oorweldigende meerderheid van die fokusgroeplede die module as sinvol vir hulle lewens en as uiters motiverend beoordeel het, bevestig die langtermynwaarde van die lewensdoelkomponent. Van die deelnemers het aangedui dat die module hulle hele manier van dink en leef verander het. Dit verifieer tot 'n mate Brooks se besondere benaming van die komponent, te wete "purpose-in-life".

7.2 DIE EFFEK VAN DIE SELFKENNISMODULE

Die resultate van die effekmeting van die Selfkennismodule word in Tabel 9 opgesom. Die implikasies van elke skaal se resultate sal afsonderlik hanteer word.

TABEL 9: SKALE 1 TOT 4: KOVARIANSIE-ANALISE GEKORRIGEER VIR VOORTOETSTELLINGS VAN DIE SELFKENNISMODULE

SKALE	n	VERSKIL VAN GEMIDDELDES	√MSE	p-TELLING	d-WAARDES
Skaal 1: Objektiewe kennis					
1. The term "self-concept" and "self-image" refer to the same thing	506	0.669	1.24	<0001	0.54*
2. The Johari Window consists of four different areas	504	1.436	0.789	<0001	1.82**
3. A person who is domineering, usually has a poor self-image	504	0.503	1.357	<0001	0.37
Skaal 2: Subjektiewe kennis	512	1.08	0.462	<0001	2.34**
Skaal 3: Houding	512	0.237	0.3	<0001	0.79*
Skaal 4: Gedrag	512	0.747	0.451	<0001	1.66**

** Medium effek: d ≤ 0.5 **Prakties betekenisvolle effek: d ≤0.8*

7.2.1 Die toename in objektiewe kennis

Soos met die Doelwitbeplanningsmodule is daar tussen twee aspekte van kennis onderskei, naamlik objektiewe en subjektiewe kennis. Daar sal eerstens oorgegaan word tot die bespreking van die verandering in objektiewe kennis.

Die eerste skaal het nie as 'n geheel 'n aanvaarbare Cronbach alpha koëffissiënt gehad nie (CA =0.42) en daar moes vir dié betrokke meting van die individuele vrae gebruik gemaak word. Vraag 2 se d-waarde van 1.82 dui aan dat die rekrute ten minste die betrokke faset van die Johari Venster aangeleer het. Die fokusgroep het egter aangedui dat gedetailleerde kennis daarvan na ses maande reeds verlore gegaan het. Hulle was tog van mening dat dit wel 'n baie handige instrument was om hulself beter te leer ken (sien Addendum 10).

Vraag 1 se d-waarde van 0.54 (medium effek) impliseer dat ten minste diegene wat aanvanklik nie die verwantskap tussen 'n selfkonsep en selfbeeld verstaan het nie, dit na die tyd begryp het. In die fokusgroepe is hierdie tipe kennis as "'n teoretiese begronding" van wat hulle al in die lewe geleer het, beskou. Hul ervaring was dat hul kennis toegeneem het, maar dat hulle nie noodwendig die feite daaromtrent kon verbaliseer nie (sien Addendum 10).

7.2.2 Die toename in subjektiewe kennis

Uit die resultate van die kovariansie-analise dui 'n d-waarde van 2.34 op 'n baie sterk *prakties betekenisvolle* verandering in rekrute se subjektiewe belewing van hul kennisvlakke. Die fokusgroepe het aangedui dat hierdie persepsie na ses maande steeds dominant was. Dit is opvallend dat hulle die betrokke kennis as veral waardevol in hul interaksie met mense en in hul werk oor die algemeen gevind het (sien Addendum 10).

7.2.3 Die verandering van houdings

Die feit dat selfkennis 'n sterk houdingskomponent bevat (Darden & Gazda, 1996), het die dimensie wat met Skaal 3 gemeet is van besondere belang vir die ondersoek gemaak. Die *prakties betekenisvolle* d-waarde van 1.79 dui aan dat dit wel baie goed daarin kon slaag om op die korttermyn 'n houding te vestig dat hulle moet poog om hul selfkennis te verbeter. Die fokusgroeplede se sterk mening dat dit belangrik is om jouself te ken het bevestig dat hierdie houding steeds op die langtermyn gehandhaaf word.

In die fokusgroepe was dit opvallend dat die deelnemers dit beklemtoon het dat die module tot 'n toename in hul selfvertroue aanleiding gegee het. Hierdie "neweproduk" van selfkennis (vgl. Kruger, 2001:27) impliseer dat die betrokkenes reeds aktief aan die verbetering van hul selfkennis begin werk het. Hulle het in die groepe ook die mening uitgespreek dat dit die individu se verantwoordelikheid is om sy/haar sterk- en swakpunte te ken en daaraan te werk en dat die module hul persepsie oor ander mense verander het (Addendum 10).

7.2.4 Die verandering van gedrag

Die d-waarde van 1.66 (Tabel 9) impliseer dat die rekrute aanvanklik sterk gemotiveerd was om hul selfkennis te verbeter en om die redelik abstrakte nuwe kennis in daadwerklike handelinge om te sit.

Dat dit op die langtermyn wel gebeur het, kan gevind word in die bevestiging deur die fokusgroeplede dat die module meegehelp het om hulle meer professioneel en produktief te laat optree. Hulle het ook die vermeerdering van selfkennis direk verbind met meer selfbeheersde, gefokusde en vriendelike gedrag, wat op sy beurt interaksie met die gemeenskap verbeter het (Addendum 10).

Die waarde van hierdie module lê nie slegs op persoonlike vlak nie, maar kan ook vir 'n organisasie van groot waarde wees. So sal 'n werknemer (in hierdie geval 'n rekruut) met 'n goeie selfwaarde, minder omkoopbaar wees en sterker staan vir sy eie waardes, sowel as dié van die organisasie (Robbins *et al.*, 2003:89).

7.2.5 Langtermyneffek van die module

Alhoewel die deelnemers van die fokusgroepe erken het dat selfkennis 'n moeilike konsep is om in woorde om te sit, het hulle tog groot waarde aan die module geheg. Hulle het 'n sterk interne lokus van kontrole daaraan gekoppel en dit blyk dat die module hulle bemagtig het met kennis en 'n vaardigheid wat hul totale funksionering positief beïnvloed het. Dit het veral tot 'n toename in hul selfvertroue aanleiding gegee (Addendum 10).

Die module het op die langtermyn ook verskeie ander gevolge vir die betrokkenes ingehou. So het dit hul selfaanvaarding verhoog, tot beter selfbeheersing aanleiding gegee, interpersoonlike verhoudings oor die algemeen help verbeter en 'n ingesteldheid geskep dat ander mense se gevoelens en houdings ook in ag geneem behoort te word (Addendum 10).

Alhoewel die module eintlik ter ondersteuning en ter instaatstelling van ander modules in die program ingesluit is en nie eintlik *per se* 'n gedragsveranderingsdoel nagestreef het nie, het dit wel op die langtermyn hierdie resultaat opgelewer. Dit bevestig sommige outeurs se siening dat mense se self-konsep 'n integrale rol in hul gedrag speel (McKenna, 1994:251; Rooth, 2000:31).

8. DIE WAARDE VAN DIE MODULES

Die eksperimentele groep het saam met elke natoetsvraelys ook 'n sogenaamde waardeskaal voltooi. Hiermee kon die rekrute die waarde van elke afdeling van 'n module, asook die module as geheel, evalueer (sien Addendum 14-15). Die gemiddelde tellings van elk van die modules word in Tabel 10 opgesom.

TABEL 10: SKAAL 5: DIE WAARDE VAN DIE MODULES

MODULES	n	KEUSES EN GEMIDDELDE RESPONSE				α
		1. It had no or little value	*2. It had below average value*	*3. It had above average value*	*4. It had a lot of value*	
Module 2: Doelwitbeplanning	368	1.75 (0.48%)	11.5 (3.13%)	109 (29.62%)	245.75 (66.78%)	0.77■ a
Module 3: Selfkennis	405.75	2.5 (0.62%)	9.5 (2.34%)	110.75 (27.3%)	283 (69.75%)	0.81■
Gemiddeld	386.875	2.125 (0.55%)	10.5 (2.71%)	109.875 (28.4%)	264.375 (68.34%)	0.79■

■ *Betroubare skaal: α ≥ 0.5*

Die oorgrote meerderheid van die rekrute het die waarde van die lewensdoelkomponent baie hoog aangeslaan. So het gemiddeld 68.34% dit in die "besonder waardevolle" kategorie geplaas en net oor die 3% het dit as ondergemiddeld beleef. Dieselfde tendens het in die evaluasie van die waarde van die onderafdelings van die modules voorgekom (Addendum 2, Tabel 5; Addendum 3, Tabel 5). Die hoë waarde van die betrokke modules is deurgaans deur die KHG-skale bevestig. Die feit dat die Selfkennismodule ietwat meer waardevol as die Doelwitbeplanningsmodule aangeslaan is, alhoewel die d-waardes van die KHG-metings (sien Tabel 8) by die Doelwitbeplanningsmodule hoër was, kan moontlik toegeskryf word aan die abstrakte en subjektiewe aard van selfkennis en dat dit moeiliker verwoordbaar is.

9. DIE SINVOLHEID VAN DIE MODULES

Die laaste meting van die trianguleringsproses was die deelnemers se belewing van die sinvolheid van die modules. Hierdie dimensie word gemeet omdat 'n module wel 'n groot effek kan hê (Skale 1 tot 4) en waardevol kan wees (Skaal 5), maar in vergelyking met ander modules/intervensies nie 'n hoë prioriteit moet wees nie. Die vraag wat dus beantwoord moet word, is of die module wel 'n sinvolle bydrae tot die doeltreffender funksionering van die rekruut as individu en as werknemer lewer. Die resultate van dié meting is in Tabel 11 vervat.

TABEL 11: SKAAL 6: DIE SINVOLHEID VAN DIE MODULES

MODULES	n	KEUSES EN GEMIDDELDE RESPONSE				α
		1. I strongly disagree	*2. I disagree*	*3. I agree*	*4. I strongly agree*	
Module 2: Doelwitbeplanning	364.75	0.75 *(0.21%)*	3.33 *(0.91%)*	104.08 *(28.53%)*	256.58 *(70.34%)*	0.91■
Module 3: Selfkennis	405.17	0.83 *(0.2%)*	4.58 *(1.13%)*	110.67 *(27.31%)*	289.08 *(71.35%)*	0.92■
Gemiddeld	384.96	0.79 *(0.21%)*	3.96 *(1.03%)*	107.38 *(27.89%)*	272.83 *(70.87%)*	0.92■

■ *Betroubare skaal: α ≤ 0.5*

Die evaluering van die sinvolheid van die modules dui daarop dat die oorgrote meerderheid van die respondente (70.87%) ten sterkste saamgestem het dat dit vir hulle as individue, sowel as personeellede van die SAPD, baie sinvol was Die resultate in Tabel 11 word verder gesubstansieer deur die effekgroottes van die KHG-vraelyste, die waardeskaal (Tabel 10) en die fokusgroepe (sien ook Addendum 2, Tabel 6; Addendum 3, Tabel 6).

10. DIE INVLOED VAN DIE MODULE-AANBIEDINGS

'n Totaal van 131 maatskaplike werkers het die aanbieding van die Selfbestuursprogram by sewe verskillende opleidingsentra waargeneem. Daar was gevolglik die gevaar dat die standaard van al hierdie aanbiedings en/of die konteks waarbinne dit geskied het, nie deurlopend bevorderlik vir positiewe leer sou wees nie. Omdat die wyse waarop inligting aangebied word, veral in die geval van bemagtigingsprogramme, kan bepaal of dit inslag vind al dan nie (Kruger, 2001:28), moes die kwaliteit van die aanbiedings en omstandighede tydens die ondersoek gemeet word. Dit is met die

aanbiedingsevaluasievraelys, wat ná afloop van die program deur die eksperimentele groep voltooi is, gedoen (Addendum 18).

Die data wat deur middel van die vraelys se vier subskale ingewin is, word in Tabel 12 opgesom. Aangesien dit slegs 'n natoetsprosedure was, is beskrywende statistiek gebruik. Slegs die gemiddelde waardes wat per skaal behaal is, sal hier weergegee word (sien Addendum 7 vir volledige statistiek).

TABEL 12: SKAAL 7: EVALUERING VAN DIE MODULE-AANBIEDINGS

SUBSKAAL*	n	EVALUERING VAN DIE MODULE-AANBIEDING				
		1. Strongly disagree	*2. Disagree*	*3. Agree*	*4. Strongly agree*	
Subskaal 7.1: Evaluasie van die aanbieder	330.8	3.2 (0.97%)	3.6 (1.09%)	41.6 (12.58%)	282.4 (85.37%)	
Subskaal 7.2: Evaluasie van die aanbieder se aanbiedingsvaardighede	338	0.5 (0.15%)	0.25 (0.07%)	38.75 (11.46%)	298.5 (88.31%)	
Subskaal 7.3: Evaluasie van die leerproses	339	0 (0%)	1.4 (0.41%)	53.8 (15.87%)	283.8 (83.72%)	
Subskaal 7.4: Evaluasie van die aanbiedingskonteks	338.75	*1. Very bad*	*2. Bad*	*3. Average*	*4. Good*	*5. Very good*
		0.5 (0.15%)	0.25 (0.07)	11.25 (3.32%)	73 (21.55%)	253.75 (74.91%)

* *Al die skale was betroubaar - sien Tabel 7.*

Die data in Tabel 12 toon aan dat die maatskaplike werkers die modules op 'n baie effektiewe en professionele wyse aangebied het. Enige leemtes in die effek van die modules kan dus nie aan die aanbieders toegeskryf word nie. Die aanbiedingskonteks is die laagste aangeslaan omrede die benutte lokale, sowel as die kwaliteit van sommige leermateriaal en hulpmiddele, nie altyd op standaard was nie.

Die deelnemers het die aanbieders se vaardighede, hul voorbereiding en vermoë om groepsdeelname te bevorder besonder hoog aangeslaan. Hierdie aspekte het waarskynlik 'n groot bydrae tot die bewerkstelliging van gedragsverandering gelewer. Dit was ook opvallend dat die rekrute die maatskaplike werkers as kundiges op die betrokke gebiede gesien het (Addendum 6) en, as gevolg daarvan, waarskynlik 'n sterker geloof gehad het in die geldigheid en waarde van die inligting wat oorgedra is.

Uit Tabel 12 kan daar tot die oorhoofse gevolgtrekking gekom word dat die maatskaplike werkers goed daarin geslaag het om te voldoen aan al die vereistes wat aan 'n goeie aanbieder gestel word (vgl. Kruger, 2001:28; Nelson-Jones, 1991:163). Alhoewel die aanbiedingskonteks effens swakker gevaar het, was dit nie van so 'n aard dat die leerproses ernstig daardeur benadeel sou kon word nie.

Daar is ook individueel na die ander potensieel positiewe/negatiewe invloede in die program gelet, naamlik lengte, tempo en balans tussen die aanbieding en groepsdeelname. Die data wat rakende elk verkry is, sal vervolgens aangebied en geïnterpreteer word.

TABEL 13: ALGEMEEN

VRAAG	GEMIDDELDE RESPONSE				
9. How will you rate the **length** of the programme? (n=339)	*1. It was much too long*	*2. It was a little too long*	*3. The length was just right*	*4. It was a little to short*	*5. I was much too short*
	14 (4.13%)	22 (6.49%)	230 (67.85%)	40 (11.8%)	33 (9.73%)
10. How will you rate the **pace** at which you had to present the programme? (n=339)	*1. The pace was much too slow*	*2. The pace was a little too slow*	*3. The pace was just right*	*4. The pace was a little too fast*	*5. The pace was much too fast*
	0 (0%)	2 (0.59%)	290 (85.55%)	32 (9.44%)	15 (4.42%)
11. How will you rate the **balance** between the *presentation* and *group involvement*? (n=339)	*1. Much too much time was spent on the presentation*	*2. A little too much time was spent on the presentation*	*3. The balance was just right*	*4. A little too much time was spent on group involvement*	*5. Much too much time was spent on group involvement*
	0 (0%)	3 (0.88%)	285 (84.07%)	15 (4.42%)	36 (10.62%)

Die meerderheid deelnemers (67.85%) was van mening dat die program lank genoeg was. Dit het egter opgeval dat 21.53% gedink het dit is te kort. Dit kan moontlik toegeskryf word aan die feit dat hulle die program besonder waardevol en sinvol beleef het en dat hulle dalk nog meer van die betrokke inligting en vaardighede sou wou bekom (Sien Tabel 10 tot 11).

Die pas waarteen die program aangebied is, moes op 'n vyfpuntskaal beoordeel word. Die oorgrote meerderheid van die rekrute, te wete 85.55%, het dit as toepaslik beskou. Die feit dat hulle aangedui het dat die aanbieding 'n bietjie langer kon wees (sien Tabel 13), korreleer daarmee dat 13.86% die pas as ietwat te vinnig ervaar het. Hierdie twee tendense kan toegeskryf word aan die feit dat 'n groot hoeveelheid inligting, wat al nege modules van die Selfbestuursprogram dek, binne een week oorgedra moes word.

Die respondente moes vervolgens die balans tussen aanbieding en groepsdeelname beoordeel. Bykans geen rekruut (0.88%) het gevoel dat te veel tyd aan die aanbieding spandeer is sonder om hulle te betrek nie. Die aanbieders het dus nie 'n didaktiese aanbiedingstyl gevolg nie. Dit kan as 'n bydraende faktor tot die sukses van die modules beskou word, aangesien die fasilitering van lewensvaardigheidsprogramme as suksesvol beskou word wanneer die groepproses optimaal op 'n nie-direktiewe en demokratiese deelnemende wyse benut word (Rooth, 2000:25).

Die kwaliteit van die programaanbiedings het aangetoon dat die huidige aard en vlak van maatskaplikewerkopleiding die meeste maatskaplike werkers bemagtig om so 'n intervensie toe te pas. Dit kan hoofsaaklik toegeskryf word aan hul groepwerkkennis en -vaardighede, asook blootstelling aan lewensvaardigheidsprogramme gedurende hul opleiding en in die praktyk. Om egter werklik 'n deskundige op die terrein van programontwikkeling en -aanbieding te word vereis verdere opleiding. Dit sluit in:

- die teorie en praktyk van volwasse en eksperiënsiële leer,

- programontwikkelingsbeginsels,
- die teorie wat in die modules gedek word, en
- gevorderde fasiliterings- en aanbiedingsvaardighede.

11. DIE AANBIEDERS SE EVALUERING VAN DIE KOMPONENT

Dit was ook nodig dat die aanbieders die kwaliteit van hul eie aanbiedings en sinvolheid van die modules moes evalueer. Dit is deur middel van 'n aanbiedersevaluasievraelys gedoen. Die aanbieders kon daarin hul eie aanbiedingsvaardighede, die leerproses, konteks en die sinvolheid van die modules assesseer. Dit het hulle ook die geleentheid gebied om menings oor die positiewe en negatiewe fasette van die modules en aanbevelings vir die verbetering daarvan, skriftelik te verwoord.

Van die 14 aanbieders wat by die aanbieding van die eksperimentele groepe betrokke was, het 11 van hulle die vraelys voltooi. Die resultate word per afdeling van die vraelys in Tabel 14 vervat. Aangesien daar slegs 'n natoets gedoen is, sal net beskrywende statistiek hierin gebruik word. Waar toepaslik, sal die data vanuit die aanbieders en die respondente se evaluasies in die hieropvolgende bespreking met mekaar vergelyk word.

TABEL 14: DIE SINVOLHEID VAN DIE PROGRAM

VRAE	n	KEUSES EN RESPONSE			
		1. Strongly disagree	*2. Disagree*	*3. Agree*	*4. Strongly agree*
21. The programme stimulated the trainees' creative thinking.	11	0 (0%)	0 (0%)	5 (45.5%)	6 (54.5%)
22. The trainees will be able to apply the new knowledge and insights that they have gained in their jobs.	11	0 (0%)	0 (0%)	4 (36.4%)	7 (63.6%)
23. I feel that the programme will help the participants do their jobs better.	11	0 (0%)	0 (0%)	5 (45.5%)	6 (54.5%)
24. The trainees will be able to apply the new knowledge and insights that they have gained in their daily lives.	11	0 (0%)	0 (0%)	5 (45.5%)	6 (54.5%)
25. I feel that the programme will help the trainees to cope better with the challenges of life.	11	0 (0%)	0 (0%)	5 (45.5%)	6 (54.5%)

Uit die data in Tabel 14 is dit duidelik dat al die aanbieders die program as relevant vir die SAPD beskou. Hulle voel veral sterk daaroor dat die Selfbestuursprogram aktueel tot die student-konstabels se werksopset is. Dit strook met die rekrute se eie belewing van die modules (vgl. Tabel 11).

Die resultate van die aanbieders se selfevaluering word in Tabel 15 opgesom (sien Addendum 7 vir volledige statistiek). Dit dek, soos in die geval van die rekrute se evaluasies, ook die aanbieder se eienskappe en aanbiedingsvaardighede, tesame met die leerproses en aanbiedingskonteks.

TABEL 15: SELFEVALUERING DEUR DIE AANBIEDERS

SUBSKAAL	n	EVALUERING VAN DIE MODULE-AANBIEDING				
		1. Strongly disagree	*2. Disagree*	*3. Agree*	*4. Strongly agree*	
Subskaal 7.1: Evaluasie van die aanbieder	11	0 (0%)	0 (0%)	3.8 (34.55%)	7.2 (65.45%)	
Subskaal 7.2: Evaluasie van die aanbieder se aanbiedingsvaardighede	11	0 (0%)	0 (0%)	2.5 (22.73%)	8.5 (77.27%)	
Subskaal 7.3: Evaluasie van die leerproses	11	0 (0%)	0 (0%)	3.8 (34.55)	7.2 (65.45%)	
Subskaal 7.4: Evaluasie van die aanbiedingskonteks	11	*1. Very bad*	*2. Bad*	*3. Average*	*4. Good*	*5. Very good*
		0 (0%)	0.75 (6.8%)	2.25 (20.5%)	5 (45.5%)	3 (27.2%)

Die aanbieders was positief oor hul kennis van die materiaal wat aangebied is en van mening dat hulle dit op 'n entoesiastiese wyse op die vlak van die rekrute kon oordra. Dit stem tot 'n groot mate ooreen met die sienings van die rekrute (sien Tabel 12).

In die evaluering van hul eie aanbiedingsvaardighede is daar gelet op die duidelikheid van verbale kommunikasie, vaardigheid met hulpmiddele, bevordering van groepsdeelname en voorbereiding. Die aanbieders evalueer hul eie aanbiedingsvaardighede oor die algemeen as goed. Die twee aspekte wat hulle ietwat laer ag, naamlik deelnemerbetrokkenheid en hul eie voorbereiding, word weer hoër deur die rekrute geëvalueer (sien Addendum 7, Tabel 2). Dit dui daarop dat die aanbieders in hierdie verband beter vaar as wat hulleself besef. Dieselfde tendens was ook by die evaluering van die leerproses (Subskaal 7.3) te vinde waar hulle dit deurgaans laer aangeslaan het as die rekrute. Dit dui daarop dat meganismes in plek gestel moet word om beter terugvoer aan die maatskaplike werkers oor die (hoë) kwaliteit van hul aanbiedings te gee.

Die aanbiedingskonteks en kwaliteit van die leermiddele is oor die algemeen beter deur die rekrute as die aanbieders geëvalueer (Addendum 7, Tabel 4). Beide groepe het egter die lokaal as die swakplek in die aanbiedingskonteks uitgesonder. Hierdie faset sal verbeter moet word omdat dit 'n negatiewe effek op die modules se impak kan hê.

Uit voorafgaande is dit duidelik dat die maatskaplike werkers meer krities teenoor die aanbiedings en aanbiedingskonteks as die ontvangers gestaan het. Dit kan as positief beskou word, aangesien dit as motivering kan dien om nog beter in die opleiding te vaar.

Soos in die geval van die rekrute (vgl. Tabel 13), is dit ook van die aanbieders verwag om 'n aantal bykomende algemene aangeleenthede te evalueer. Hierdie evaluasies was, op een uitsondering na, in ooreenstemming met mekaar.

TABEL 16: ALGEMENE AANGELEENTHEDE

VRAAG	GEMIDDELDE RESPONSE				
9. How will you rate the **length of the programme?** (n =11)	*1. It was much too long*	*2. It was a little too long*	*3. The length was just right*	*4. It was a little too short*	*5. I was much too short*
	1 (9.1%)	1 (9.1%)	5 (45.5%)	3 (27.3%)	1 (9.1%)
10. How will you rate the **pace at which you had to present the programme? (n** =11)	*1. The pace was much too slow*	*2. The pace was a little too slow*	*3. The pace was just right*	*4. The pace was a little too fast*	*5. The pace was much too fast*
	0 (0%)	1 (9.1%)	5 (45.5%)	3 (27.3%)	1 (9.1%)
11. How will you rate the **balance** between the *presentation* and *group involvement*? (n =11)	*1. Much too much time was spent on the presentation*	*2. A little too much time was spent on the presentation*	*3. The balance was just right*	*4. A little too much time was spent on group involvement*	*5. Much too much time was spent on group involvement*
	0 (0%)	3 (27.3%)	8 (72.7%)	0 (0%)	0 (0%)

Die lengte, pas en balans van die module-aanbiedings is oor die algemeen meer positief deur die student-konstabels as die aanbieders geëvalueer. Die meerderheid rekrute (67%) was tevrede met die programlengte en pas, terwyl 36.1% van die aanbieders laasgenoemde as te vinnig beskou het. Die evaluering van die balans tussen aanbieding en groepsdeelname was in ooreenstemming met mekaar.

In die vraelys het die aanbieders ook die geleentheid gekry om kommentaar oor die inhoud en aanbieding van die onderskeie modules te maak en aanbevelings ter verbetering daarvan skriftelik weer te gee. Die volgende algemene tendense het uit die geskrewe materiaal na vore gekom:

- Die inhoud en aanbiedingshulpmiddele was oor die algemeen baie goed en moet nie veel verander word nie.
- Pogings moet egter aangewend word om meer polisie-verwante voorbeelde, scenario's en oefeninge by die materiaal in te sluit.
- Meer ysbrekers behoort by die materiaal ingesluit te word.
- Daar moet pogings aangewend word om die jongste beskikbare data by die materiaal in te sluit.
- Daar kan langer tyd aan die aanbieding van die Doelwitbeplanningsmodule toegedeel word.
- Daar is sekere aanbevelings oor veranderinge in die volgorde van die modules gemaak.
- Laastens is verskeie steurnisse tydens die aanbieding van die modules (bv. rekrute wat deur ander aktiwiteite opgehou word) en logisticke probleme (bv. die nie-beskikbaarheid van oorhoofse projektors in sekere lokale) ook uitgelig. Sommige aanbieders het dit ook moeilik gevind om die voltooiing van die navorsing se vraelyste binne die beskikbare tyd te akkommodeer.

Ten opsigte van laasgenoemde is dit betekenisvol dat, alhoewel daar minder tyd vir die aanbieding beskikbaar was, die modules steeds 'n prakties betekenisvolle effek op die student-konstabels se kennis, houding en gedrag gehad. Die effek sou dalk selfs hoër kon wees indien die volle aanbiedingstyd benut kon word.

12. BEVINDINGE EN IMPLIKASIES

Deur al die data wat deur die ondersoek ingewin is met mekaar te vergelyk kan daar tot die volgende sewe oorhoofse bevindinge gekom word.

- Die feit dat die Selfbestuursprogram in taksonomieë van lewensvaardighede verdeel is, het 'n groot bydrae tot die navorsing van die betrokke modules gemaak. Die navorsingsresultate het ook uitgewys dat plasing van doelwitbeplanning en selfkennis binne die lewensdoelkomponent wel die korrekte stap was.
- Alhoewel 'n eksperimentele navorsingsontwerp en –prosedure normaalweg uiters moeilik is om uit te voer en dit in die onderhawige ondersoek ook aansienlike logistieke probleme opgelewer het, was dit tog die mees toepaslike benadering om te volg. Dit het hoëvlak inferensiële statistiek opgelewer wat die korttermyneffek van die modules duidelik bewys het.
- Die benutting van triangulering het nie net die risiko's betrokke by die gebruik van nie-gestandaardiseerde meetinstrumente uitgeskakel nie, maar ook die navorsingsbevindinge verryk. Deur veral die kwantitatiewe resultate van die effekmeting met die kwalitatiewe resultate van die fokusgroepe te trianguleer, kon daar 'n baie duidelike beeld van die langtermynimpak van elke module verkry word.
- Die ewekansige selektering van die lede van die eksperimentele en kontrolegroepe kan oorwegend as 'n sukses beskou word. Dit het 'n ondersoekgroep opgelewer wat in terme van veral ras en geslag as verteenwoordigend van die totale student-konstabel-populasie beskou word. Hierdie resultaat het dit moontlik gemaak om met die benutting van die eksperimentele navorsingsontwerp voort te gaan.
- Uit die effekmetings wat deur middel van die KHG-vraelyste bepaal is, is bevind dat die twee modules 'n prakties betekenisvolle effek op student-konstabels se kennis, houding en gedrag gehad het. Dit het beide hul persoonlike en professionele funksionering en in die besonder hul gedrag positief verander.
- Die fokusgroepe het aangetoon dat rekrute geneig was om na ses maande sommige van die feitelike inligting wat in die aanbiedings oorgedra is, te vergeet. Dit het egter nie afbreuk gedoen aan die gevoel van kennisbemagtiging wat hulle beleef het nie. Die opvallendste was egter dat die modules die rekrute se houdings en gedrag blywend verander het.
- Die aard en kwaliteit van die aanbiedings is positief deur beide die rekrute en die aanbieders (maatskaplike werkers) geëvalueer. Dit het gevolglik geen negatiewe effek op die bereiking van module-uitkomste gehad nie en dit eerder verder versterk.

13. RIGLYNE VIR DIE VERBETERING VAN DIE PROGRAM EN DIE MODULES

Die bevindinge van hierdie studie het tot die volgende aanbevelings ten opsigte van die lewensdoelkomponent van die Selfbestuursprogram gelei:

- Die kerninhoud en basiese aanbiedingstrategie van beide modules kan dieselfde bly. Dit behoort egter jaarliks tydens die hersiening en aanpassing van die totale Basiese Opleidingsprogram, weer op datum gebring te word.

- Daar behoort langer tyd aan die aanbieding van die Doelwitbeplanningsmodule geallokeer te word.
- Die modules se insidenterings/voorbeelde/ scenario's kan meer in lyn met SAPD-spesifieke situasies gebring word.
- Pogings sal aangewend moet word op die opleidingslokale van sommige kolleges te verbeter.
- Daar moet meer transparante vir elk van die modules ontwikkel word. Dit sal ook van groot waarde wees indien alle opleidingskolleges met multimedia aanbiedingsapparaat toegerus en die transparante tot dié formaat omgeskakel word.
- Die maatskaplike werkers wat die aanbiedings doen, behoort gereeld opleiding te ontvang in die nuutste tegnieke van fasilitering en eksperiënsiële leer ten einde die beste kwaliteit diens aan die SAPD se rekrute te lewer.

14. SLOTOPMERKINGS

Die ondersoek het bewys dat die twee betrokke modules 'n blywende effek op rekrute het. Dit het hulle dus op die kort- en langtermyn met kennis, houdings en gedrag toegerus om beter as individue en as werknemers van die Suid-Afrikaanse Polisiediens te funksioneer. Dit sal uiteindelik 'n beter polisiediens aan die Suid-Afrikaanse samelewing verseker.

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PSWS **kyk** Police Social Work Services

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SAPD **kyk** Suid-Afrika (Rep.) Suid-Afrikaanse Polisiediens.

SAPS *see* South Africa (Rep.) South African Police Service.

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WPDCE **kyk** Working Party on Development Cooperation and Environment.

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ARTICLE 4

THE RETURN ON INVESTMENT (ROI) OF THE SAPS SELF-MANAGEMENT PROGRAMME: WITH SPECIAL REFERENCE TO ITS DECISION-MAKING AND PURPOSE-IN-LIFE COMPONENTS

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ABSTRACT

Background: *Internationally, there has been an increased need for social work practitioners to demonstrate the effectiveness and efficiency of their services. This was also true in the case of Police Social Work Services who not only had to prove that their 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. This led to a return on investment (ROI) analysis of the Programme. The results of this somewhat pioneering study will be covered in this article.*

Objectives: *To measure the Self-Management Programme for SAPS recruits' return on investment (ROI). The focus will be on the Programme's "decision-making" and "purpose-in-life" 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 measurement framework that has been developed by Meyer et al. (2003). This produced the return on investment (ROI) coefficient, net present value (NVP), payback period, internal rate of return (IRR), learning cost per recruit and cash flow statement for the Programme.*

Results: *It was found that the "decision-making" and "purpose-in-life" modules, as well as the Self-Management Programme as a whole, provided an exceptionally positive return on investment for the South African Police Service. It showed that the intervention was both effective and efficient.*

1. INTRODUCTION

As a field of study, the measurement of social work interventions' return on investment (ROI) 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 one into Police Social Work Service's Self-Management Programme, will be discussed.

The Self-Management Programme, which consists of the nine personnel capacity-building modules (PCM's), are 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 five modules that make up the Decision-Making and Purpose-in-Life Components of his programme. They are Be Money Wise, Planning of Goals, Self-knowledge, Problem-solving and HIV/AIDS Awareness. The ROI of the modules that fall under the other two components, viz. human relations and health maintenance, will, however, be included in the calculation of the Programme's final ROI.

Before the results of the calculation of the modules' ROI can be presented, it is first necessary to provide the basis on which the calculations were made. This will be followed by an exposition of the research procedure, the calculated cost and benefits of the modules and the results achieved with 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 (e.g. by developing and testing theories about social problems and interventions), (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 thus 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 Police Social Work Services, from the organisation itself.

According to Rankin (2005:5-11), there are different types or categories of programme evaluations, many of them interrelated or overlapping. These include summative and formative evaluations, needs assessments, evaluability assessments, programme monitoring, outcome evaluation and efficiency evaluations. The latter can take on 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, while such a criterion is a prerequisite in a cost-benefit study (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 as far as the Self-Management Programme is concerned. 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 briefly covered.

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 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 in order to 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 contributed to the development of human capital and if they provided an adequate return on the investment of money, time and effort. A study into the modules' effect proved beyond doubt that they developed human capital (see Articles 2 & 3). To ascertain if this contribution represented a cost-effective effort, the calculation of the modules' return on investment (ROI) also had to be done.

There are also various more specific reasons for measuring the Self-Management Programme's ROI. These include the following:

- The Programme and its constituent modules is a brand new and still unproven pro-active intervention by Police Social Work Services (PSWS). This section must, therefore, not only ascertain if it was effective, but also whether it is worth the investment. If not, other strategies could and should be pursued.
- Measuring the return on investment of its programme will provide a way to show management the value of its investments in financial terms. It will answer the question: 'For every Rand invested in the programme, how many Rands does the organisation get back?' Through finding the answer, PSWS will comply with its accountability responsibility.
- 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 PSWS to manage the programme much more effectively by, for example, cutting down on unnecessary or unproductive costs and optimising available resources.
- 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 if 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 informal or impressionistic forms of measurement. Within the context of this study, it was decided to rather 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 build up regarding this procedure.

If the views of Meyer *et al.* (2003:5) are taken as a basis, a 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. 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:

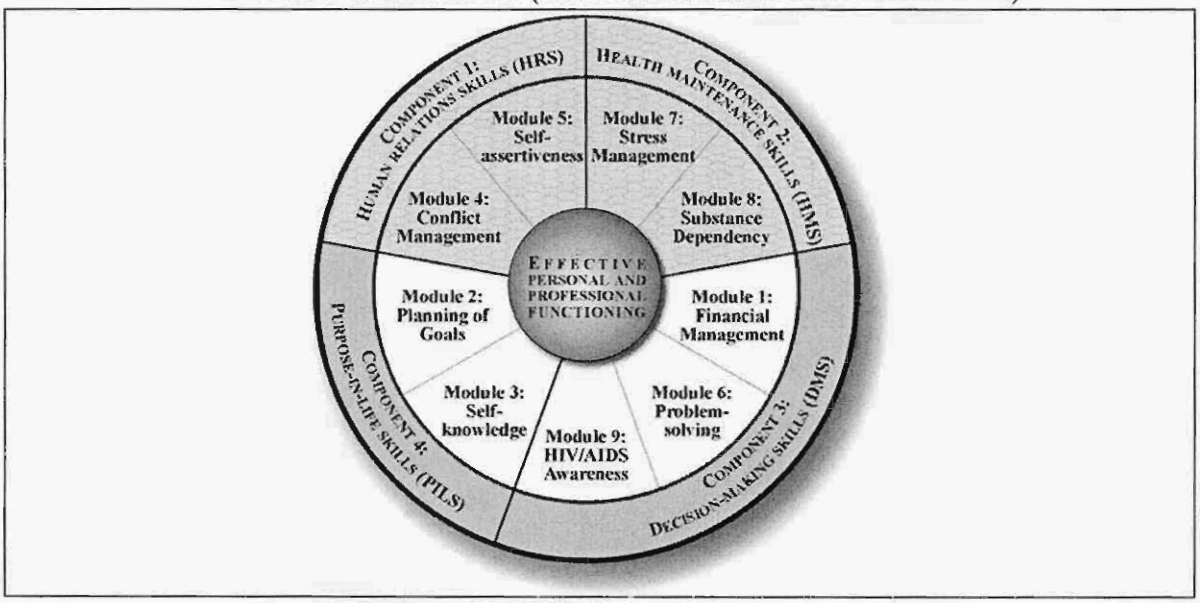
- Net programme benefit =Total benefits *minus* costs
- Benefits =Improvements in quality of service +labour and other cost savings
- Programme cost =Financial costs +manpower/time inputs

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

The calculation of the selected modules' ROI was part and parcel of the study on the effect of the Decision-Making and Purpose-in-Life Components of the SAPS's Self-Management Programme. This study dealt with two basic but interrelated issues. These were the effect of the programme's modules on the recipients and the benefits that the organisation derived from this intervention. The effect measurements have been dealt with in detail in other publications (see Articles 2 & 3). Some of the findings will, however, be used in this article as part of the measurement of the modules' return on investment (ROI).

Because the Self-Management Programme forms an integrated whole, in is necessary to not only measure each module's ROI, but also that of the Programme as such. Therefore, the main findings of another researcher's study on the ROI of the two other components, viz. Human Relations and Health Maintenance, will be included in the calculation of the Programme's final ROI. 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 3 & 4)



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

It was, due to 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, 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 base of certain assumptions. The assumptions that were used in the case of the five 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	• 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 o This assumption makes it possible to extrapolate and generalize the data pertaining to existing personnel to the new recruits as well o 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	• That the personnel costs for each recruit will be equivalent to the average for the organisation as a whole o 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 o 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	• That international and national trends in occupational settings can be made applicable to South Africa and the SAPS o 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	• That it is possible to make use of indicator measurements in ROI o 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	• That the costs and effect of different modules could be combined in one ROI measurement o In this exposition, it will be assumed that financial self-management, problem-solving, HIV/AIDS awareness, self-knowledge and planning of goals are interrelated because they all contribute to the effective personal and professional functioning of recruits. o 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 Be Money Wise, Planning of Goals, Self-Knowledge, Problem-Solving and HIV/AIDS Awareness modules' ROI formed part of a comprehensive study into 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 looked at 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 hypotheses that the Decision-Making and Purpose-in-Life Components of the Self-Management Programme would provide a positive return on investment.

3.2 RESEARCH DESIGN

In the empirical research, use was primarily made of the experimental or so-called "randomised pretest-posttest control group design" (Fouche & De Vos, 2002:147). This was supplemented by a substantive literature study, the analysis of other available data and focus group interviews.

3.3 PROCEDURE

The research process consisted of six 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 first evaluated by a group of non-professional respondents and, after adaptation, 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 4 platoons in Oudsthoorn and 4 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

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).

3.3.4 Phase 4: The use of focus groups to ascertain long-term effects

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 en 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.

3.3.5 Phase 5: 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 with 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.

3.3.6 Phase 6: 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, 4 platoons came from the more southerly Oudtshoorn training institution, 6 platoons from the northerly Pretoria and Jakkalsdans institutions and 4 platoons from the Bisho institution in the eastern part of the country. The control group came from the other three SAPS training institutions 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 93 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 Southern Cape. 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 successfully utilized during a previous EPCaP study (Huisamen, 2004:24), 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 its

reliability (Gravetter & Forzano, 2003:455) and the use of the Cohen formula for the measurement of effect sizes (Cohen, 1988: 20-7; Steyn, 2000:1-3).

In the case of the ROI measurements, use was primarily made 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, 1992:70-1; Goldwasser, 2001:82-8; 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 describing the cost involved in the development and presentation of the five selected modules, the expenditure items will be divided into five categories. These are 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 FIVE 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 work done by five module development teams was 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 1 =15%; Module 2 = 5%; Module 3=5%; Module 6 =5% and Module 9 =20%.

4.1 THE COST OF THE GAP ANALYSES

The "gap" in the gap analysis refers to the difference between the recruits' competence levels and the competency level required of SAPS 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 & Weyers (2004:5). 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 FIVE MODULES

ITEM[1]	MODULE 1: BE MONEY WISE		MODULE 2: PLANNING OF GOALS		MODULE 3: SELF-KNOWLEDGE		MODULE 6: PROBLEM-SOLVING		MODULE 9: HIV/AIDS AWARENESS	
Number of task team members involved	30		30		30		30		30	
Costing[2]	Hours	Cost	Hours	Cost	Hours	Cost	Hours	Cost	Hours	Cost
Hours taken to do the gap analysis	0.6	R2285.64	0.2	R761.88	0.2	R761.88	0.2	R761.88	0.8	R3047.52
Hours taken to prepare the gap analysis	2.4	R164.40	0.8	R54.80	0.8	R54.80	0.8	R54.80	3.2	R219.20
Total cost of gap analysis		R2450.04		R816.68		R816.68		R816.68		R3266.72

Notes:
(1) Gap analysis done by task team members
(2) Hourly rate of task team members =R126.98 (It includes the salary, travelling costs and overnight expenses of each task team member). Hourly rate of person who prepared the gap analysis =R68.50

4.2 THE COST OF THE LEARNING MATERIAL

The cost of the learning material entailed the expenditure incurred in its design and development and the duplication cost itself.

- The design and development was mostly done by the task teams. Therefore, items such as their travel cost and time is 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.

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

ITEMS	MODULE 1: BE MONEY WISE	MODULE 2: PLANNING OF GOALS	MODULE 3: SELF-KNOWLEDGE	MODULE 6: PROBLEM-SOLVING	MODULE 9: HIV/AIDS AWARENESS
SUMMARY: COST OF ALL THE LEARNING MATERIAL					
1. Cost: design & develop of module *(Item 7 x Item 8)*	R 14,476	R 4,825	R 4,825	R 4,825	R 19,301
2. Cost: design, development & duplication of transparencies and presenter's guide *(see Item 9)*	R 5,329	R 1,776	R 1,776	R 1,776	R 7,106
3. Average cost: material duplication per recruit *(see Item 12)*	(R 2.25)	(R 2)	(R 2)	(R 2)	(R 3)
4. Total cost of material for recruits	R 19,211	R 17,076	R 17,076	R 17,076	R 25,614
Total cost of learning material	R 39,016	R 23,678	R 23,678	R 23,678	R 52,021
◆ **Development of learning material**					
5. Time taken to develop the module per module-hour (1)	19	19	19	19	19
6. Ratio between 1 hour student activity and development.	19	19	19	19	19
7. Estimate total learning time of module	6	2	2	2	8
8. Estimated cost per hour for design & development (@ Hourly rate =R127)	R 2,413	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 5,329	R 1,776	R 1,776	R 1,776	R 7,106
◆ **Material duplication**					
10. Number of units (books/ files) per user	1	1	1	1	1
11. Cost per unit	R 2.25	R 2.00	R 2.00	R2.00	R 3
12. Average cost per user (3)	R 2.25	R 2.00	R 2.00	R2.00	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 cost of having the social workers present the Self-Management Programme to the recruits over a five day period was the next category of expenditure that was covered by the ROI. At the time of the study, the basic training of recruits took place at seven SAPS Training Provision Institutions (TPI's/"colleges"). It involved 131 presenters and a total of 4249 recruits. The breakdown of TPI's, presenters and recruits was the following:

- Pretoria: 55 presenters - 19787 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 following items were included in the cost of having the social workers present the modules (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 TPI 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.
- Costs per module were calculated in terms of that module's weight.

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 TPI once in six months, travelling costs per module worked out to an insignificant amount and was excluded. Recruits do not receive a daily allowance. Increases in the cost for recruits is based on the prediction that the annual number of trainees will increase from 8 538 in 2005 to 11 000 in 2006 and 2007.

WORKSHEET 4: FACILITATION AND RECRUIT COST OF THE FIVE MODULES

MODULE 1: BE MONEY WISE				
	Cost	**Year 1**	**Year 2**	**Year 3**
Cost of the presenters				
Cost to run 6 hour module	R 49,125			
Accommodation cost	R 24,631			
Travel costs	R 3,406			
Daily allowance	R 4,909			
Total cost for the module	R 82,071			
Cost to present the module two times per annum =		R 164,142	R 164,142	R 164,142
Cost of the recruits				
Accommodation cost	R 17	R 72,039	R 92,813	R 92,813
Cost to receive the module two times per annum =		R 144,079	R 185,625	R 185,625

MODULE 2: PLANNING OF GOALS				
	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			
Cost to present the module two times per annum =		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
Cost to receive the module two times per annum =		R 48,026	R 61,875	R 61,875

MODULE 3: SELF-KNOWLEDGE				
	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			
Cost to present the module two times per annum =		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
Cost to receive the module two times per annum =		R 48,026	R 61,875	R 61,875

MODULE 6: PROBLEM-SOLVING				
	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			
Cost to present the module two times per annum =		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
Cost to receive the module two times per annum =		R 48,026	R 61,875	R 61,875

MODULE 9: HIV/AIDS AWARENESS				
	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			
Cost to present the module two times per annum =		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
Cost to receive the module two times per annum =		R 192,105	R 247,500	R 247,500

4.4 THE COST OF THE ASSESSMENT AND EVALUATION

The assessment costs cover the costs involved in the development of the EPCaP2 study's 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 FIVE MODULES

ITEM *(Assessments done by means of KAB-analysis)*	MODULE 1: BE MONEY WISE		MODULE 2: PLANNING OF GOALS		MODULE 3: SELF-KNOWLEDGE		MODULE 6: PROBLEM-SOLVING		MODULE 9: HIV/AIDS AWARENESS	
	Hours	Cost	Hours	Cost	Hours	Cost	Hours	Cost	Hours	Cost
Assessors rate per hour		R 62		R 62		R 62		R 62		R 62
Pre-assessment – The average time it took the assessor to assess each recruit [1]	0.008	*	0.0028	*	0.0028	*	0.0028	*	0.011	R 1
Post-assessment - The average time it took the assessor to assess each recruit [2]	0.009	*	0.003	*	0.003	*	0.003	*	0.012	R 1
Moderators rate per hour		R 62		R 62		R 62		R 62		R 62
The average time it took the moderator to assess each recruit [3]	0.001	*	0.0005	*	0.0005	*	0.0005	*	0.0018	*
Total		R1		<R1		<R1		<R1		R2

* All fractions are normalised to nearest R 1 or R 0. 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) Calculation of pre-test time: 1664 hours ÷ 30,538 recruits (over 3 years) x module weight
(2) Calculation of post-test time: 1765 hours ÷30,538 recruits (over 3 years) x module weight
(3) Time spent on the development of the questionnaires that was used as a moderation instrument: 280 hours ÷ 30,538 recruits (over 3 years) x module weight

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 113 group members and the two evaluators (researchers).

WORKSHEET 6: EVALUATION COST OF THE FIVE MODULES

ITEM *(Evaluations done by means of focus-group sessions)*	MODULE 1: BE MONEY WISE		MODULE 2: PLANNING OF GOALS		MODULE 3: SELF-KNOWLEDGE		MODULE 6: PROBLEM-SOLVING		MODULE 9: HIV/AIDS AWARENESS	
	Hours	Cost	Hours	Cost	Hours	Cost	Hours	Cost	Hours	Cost
Hourly rate of focus group facilitators who conducted the evaluation [1]		R64		R64		R64		R64		R64
Hours spent on focus groups [2] *plus* hours spent on processing and interpretation of focus group data [3]	0.001	R *	0.0004	R *	0.0004	R *	0.0004	R *	0.0014	R *
Total		<R1		<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

Due to the fact that the SAPS Training Provisioning Institutions (TPI's) are the property of the organisation, 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 FIVE MODULES

ITEM *All costs provided in terms of Rand (R)*	MODULE 1: BE MONEY WISE	MODULE 2: PLANNING OF GOALS	MODULE 3: SELF-KNOWLEDGE	MODULE 6: PROBLEM-SOLVING	MODULE 9: HIV/AIDS AWARENESS
	Cost	Cost	Cost	Cost	Cost
Total per module	R 5,000	R 1,667	R 1,667	R 1,667	R 6,667

4.6 THE TOTAL COSTS OF EACH MODULE

The total cost of each of the five modules is summarised in Table 2. It includes the data contained in Worksheets 2 to 7 and the results of the calculation of the assessment and evaluation costs.

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

MODULE 1: BE MONEY WISE				
Year-on-Year Cost	***Initial cost***	***Year 1***	***Year 2***	***Year 3***
Gap Analysis	R 2,450			
Learning material	R 39,016			
Cost of presenters		R 164,142	R 164,142	R 164,142
Cost of recruits		R 144,079	R 185,625	R 185,625
Assessment *(All role-players)*		R 9,525	R 12,272	R 12,272
Evaluation *(All role-players)*		R 546	R 704	R 704
Fixed Costs		R 5,000	R 5,000	R 5,000
Total cost of presenting the module	R 41,466	R 323,292	R 367,743	R 367,743
MODULE 2: PLANNING OF GOALS				
Year-on-Year Cost	***Initial cost***	***Year 1***	***Year 2***	***Year 3***
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 *(All role-players)*		R 3,334	R 4,295	R 4,295
Evaluation *(All role-players)*		R 219	R 282	R 282
Fixed Costs		R 1,667	R 1,667	R 1,667
Total cost of presenting the module	R 24,494	R 107,960	R 122,833	R 122,833
MODULE 3: SELF KNOWLEDGE				
Year-on-Year Cost	***Initial cost***	***Year 1***	***Year 2***	***Year 3***
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 *(All role-players)*		R 3,334	R 4,295	R 4,295
Evaluation *(All role-players)*		R 219	R 282	R 282
Fixed Costs		R 1,667	R 1,667	R 1,667
Total cost of presenting the module	R 24,494	R 107,960	R 122,833	R 24,494
MODULE 6: PROBLEM-SOLVING				
Year-on-Year Cost	***Initial cost***	***Year 1***	***Year 2***	***Year 3***
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 *(All role-players)*		R 3,334	R 4,295	R 4,295
Evaluation *(All role-players)*		R 219	R 282	R 282
Fixed Costs		R 1,667	R 1,667	R 1,667
Total cost of presenting the module	R 24,494	R 107,960	R 122,833	R 122,833
MODULE 9: HIV/AIDS AWARENESS				
Year-on-Year Cost	***Initial cost***	***Year 1***	***Year 2***	***Year 3***
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 *(All role-players)*		R 13,124	R 16,908	R 16,908
Evaluation *(All role-players)*		R 765	R 986	R 986
Fixed Costs		R 6,667	R 6,667	R 6,667
Total cost of presenting the module	R 55,288	R 431,525	R 490,925	R 490,925

5. CALCULATING THE BENEFITS OF THE MODULES

Due to the non-commercial and service-oriented nature of the SAPS, it was not possible to use income generation or financial profit in the calculation of the Self-Management Programme's ROI. Instead, two other broad 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. It is usually associated with commercial setting and definitions such as: "Productivity: the amount of output per unit of input (labour, equipment, and capital) (Wikipedia, 2005). This is opposed to the service sector where 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 means of 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 to 8c.

There is, however, also a second basic way in which productivity can be defined. That is in terms of the cost savings that an intervention can bring about. 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 (labour), operations and time savings. This facet of productivity is dealt with in Section B of worksheets 8a to 8c.

The principles involved in productivity increases and savings were used to develop the matrix of quality improvement and cost-reduction criteria represented in Table 3. The matrix encompasses the criteria that an organisation could use in calculating the value of an intervention programme.

- The vertical axis contains two categories, viz. improvements in the quality of services and the labour and other cost savings.
- The horizontal axis represents 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 measures.

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

	PERSONNEL ('LABOUR')	OPERATIONS ('METHODS') AND TIME	OUTCOMES ('PRODUCTS')
IMPROVEMENTS IN QUALITY OF SERVICE	• 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	• 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	• 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	• 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	• Reduced production lost due to sickliness • 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	• Reduction of co-worker and supervisory anxiety

Based on: Orren (2004:74)

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 briefly looked at 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 148970 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 are used in the ROI.

- 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% growth and escalation in all cost items and trends in the organisation 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 (seriously) 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 2: Planning of Goals and Module 3: Self-knowledge fulfils an enabling function in the Self-Management Programme. They, therefore, provide the knowledge, attitudes and behaviour patterns that are a prerequisite for successful money management, problem-solving and HIV/AIDS prevention. The consequence is that the benefits and ROI of these modules as such will not be calculated. Their cost will, however, be included in the calculation of the Self-Management Programme's overall ROI (see Section 9).

5.2 PERSONNEL SAVING

The cost of personnel is generally the highest expense of an organisation. This is also the case in the SAPS (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 and, 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). Included in this percentage are other cost benefits such the additional staff placements that can be avoided, existing staff that can be redeployed and a reduction in overtime (cf. Table 3).

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 would 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. In order to calculate the estimated savings based on changes in absenteeism, the reduction in *net* number of days pre versus post-intervention will be used to calculate the savings (Orren, 2004: 65-6). The net number of days will then be multiplied by the personnel's daily cost to the organisation (salary and benefits included) in order to determine the related cost. 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).

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 organisations absenteeism rate, Barnes-Slater and Ford (MGH Consulting) suggest that the following formula should be used:

◆ Absenteeism rate =	Number of lost working days due to absence	x 100
	Number of personnel x Number of workdays	

Another time related cost item has been described as presenteeism. It entails 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.

5.4 OPERATIONAL SAVINGS

Within the SAPS, direct operational savings will entail some or other form of a 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 to 8c).

6 THE BENEFITS AND THE ROI AND ASSOCIATED MEASUREMENTS OF MODULE 1: BE MONEY WISE

This section will cover the results of the measurement of three interlinked issues. They are the module's:

- benefits
- return on investment (ROI), net present value (NPV), payback period, internal rate of return (IRR) and learning cost per recruit
- 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), is dealt with in two separate sections of the benefits worksheet (see Worksheet 8a). Section A are further sub-divided into three variables. They are 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: 33-8).

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 BENEFITS OF MODULE 1: BE MONEY WISE

BENEFITS DERIVED FROM MODULE 1: BE MONEY WISE			
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)	25.0%	3.82%	R 1,136
Total			**R 1,136**
Variable 3: Estimated extent to which value will translate into actual improvements in quality of service	4.5%		
Total yearly financial value of the improved quality of service	**Year 1 (2005)**	**Year 2 (2006)**	**Year 3 (2007)**
	R 440,517	**R 567,543**	**R 567,543**
SECTION B: LABOUR AND OTHER COST SAVINGS PER YEAR			
Variable 4: Rand equivalent of expected reduction in production loss due to financial problems related to personal telephone calls	R 4,764,204	R 5,240,624	R 5,764,687
Variable 5: Rand equivalent of expected reduction in production loss due to financial problems related to conversations with colleagues	R 3,811,363	R 4,192,499	R 4,611,749
Variable 6: Rand equivalent of expected reduction in production loss due to financial problems induced absenteeism	R 1,009,112	R 1,110,023	R 1,221,026
Variable 7: Calculation of the net contribution of the module			
❖ *Average % net improvement in knowledge, attitudes and behaviour (KAB)*	22.94%	22.94%	22.94%
❖ *Estimated percentage (%) contribution that KAB will make to labour and cost savings*	10%	10%	10%
Total labour and other cost savings per year	**Year 1 (2005)**	**Year 2 (2006)**	**Year 3 (2007)**
	R 958,468	**R 1,054,315**	**R 1,159,746**
Total value of the module ***(Section A + Section B)***	**R 1,398,985**	**R 1,621,858**	**R 1,727,289**

6.1.1 Section A: Improvements in Quality of Service

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

In the calculation of the module's benefits, it was firstly assumed that at least 25% of all recruits would, in the normal course of events, be negatively affected by some or other form of financial problems (see Table 10). The grounds for arriving at this figure will be explained next.

It is widely assumed that financial problems affect both an individual's personal and family life and their work life. Research has, for example, shown that financial problems are the number one source of stress and that there is a direct relationship between reduced workplace productivity and poor financial behaviour (Joo, 1998:239). According to Garman (in Masemola, 2003: no page numbers), the best employees are typically those who are financially well and the worst employees are those who are financially unhealthy.

From an analysis of numerous publications on the issue, the following quantifiable effects of financial problems/stress on employees' productivity have been identified:

- Between 15% and 20% of workers in the USA experience such financial problems/stress that it impacts negatively on their productivity (Joo, 1998:3; Kim & Garman, 2004:69; Masemola, 2003).
- Financial stress causes 30% of the personal and work dissatisfaction experienced by employees (Baily *et al.*, 1998:198)
- In a study done in South Africa, 53% of the respondents maintained that financial problems affect their productivity (Masemola, 2003: Chart 9). In the case of one employer, the proportion of workers that experienced such financial problems that it negatively impacted on their productivity ranged between 40% and 50% (Masemola, 2003).

If both the South African (40%-50%) and international (15%-20%) research findings are taken as a basis and applied to the profile of SAPS recruits (low income and mostly young, first time employed), it is conservatively estimated that at least 25% would experience serious financial problems a year. This estimate was, to some extent, substantiated by the findings of the focus group discussions (see Article 2).

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

The study into the effect of the Be Money Wise module contained a scale that dealt exclusively with the contribution that the module will make to the improvement in the recruits' quality of service (see Article 2). The result of this "Value of the module" scale (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 value rating of 38.19% is depicted in Table 4.

TABLE 4: THE VALUE OF MODULE 1: BE MONEY WISE

MODULE 1: BE MONEY WISE			
	Middle of scale	**Mean**	**Net % above average**
Scale 5 (Value)	2.5	3.4547503	38.19%

The net % above average value of 38.19% (Table 4) was further discounted by a factor of 10. It would, therefore, imply that of the 25% recruits who will experience serious financial problems and viewed the module as of great value, only 1 in 10 would actually use this ascribed value 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 directly translate 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 45.36%. This figure was further discounted by a factor of 10. It would, therefore, imply that of the 25% of recruits who will experience serious financial problems and the 3.82% of these who will use its potential value, only 1 in 10 would be able to convert this potential value into an actual improved quality of service.

TABLE 5: THE RELEVANCE OF MODULE 1: BE MONEY WISE

MODULE 1: BE MONEY WISE			
	Middle of scale	**Mean**	**Net % above average**
Scale 6 (Relevance)	2.5	3.6339643	45.36%

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 440,517 for 2005,
- R 567,543 for 2006
- R 567,543 for 2007 (see Worksheet 8a)

6.1.2 Section B: Labour and other cost savings

Only three primary variables or indicators will be used to calculate the potential labour and other cost savings that the module would bring about. They are the production loss due to financial problems related (1) telephone calls, and (2) conversations with colleagues during work-hours, as well as (3) the expected cost of financial stress related absenteeism.

The basic reason for choosing these three variables was because a literature analysis showed that their impact has been well researched. The causes and results of other financial problems that could have an impact on productivity, but that had to be excluded due to a lack of scientific impact-measurement, were the following (cf. Alper, 2002; Joo, 1998:245; Kim & Garman, 2004:70; Lee, 1997; Masemola, 2003):

- **Involvement in corrupt activities**: Employees who have financial problems have a predisposition to become involved in the soliciting of bribes, theft, the leaking of classified/secret information, blackmail, etc. in order to supplement their income.
- **Problems related to credit:** Credit allows people to buy more than they basically need and often results in huge financial problems. In a study done in South Africa (Masemola, 2003), 47% of the respondents indicated that they sometimes reach the maximum limit on their credit. Overspending can result in:
  - Regularly borrowing money from colleagues or friends
  - Regularly receiving communications from collection agencies
  - Being sued for financial reasons
  - Having the property securing a debt being repossessed

- Being evicted from rental housing or having one's home foreclosed
- Having tax refund intercepted by a government agency or court order
- Having wages garnished
- Considering personal bankruptcy
- Being imprisoned for debt

- **Problems related to gambling:** Employees who have financial problems are more prone to losing money to rip-offs and frauds, on buying lottery tickets and on gambling. It can result in desperation gambling in order to avoid the consequences of problems caused by earlier gambling, asking (begging) for a major loan from family and friends to pay off major debts or embarking on dishonest practices.
- **Financial problems and substance abuse:** There are strong indications that the stress caused by financial problems can trigger alcohol and drug abuse in some employees. This, in turn, can cause a myriad of other problems such as on-the-job accidents.
- **Job duration:** In a study done by Joo (1998:245), it was found that 43.4% of the respondents never set aside money for their retirement. In another study, 58% of the respondents were not satisfied with the amount of their saving and investing for retirement (Kim & Garman, 2004:70). These factors cause employees to stay longer at their jobs than required. The older employee who does not retire on time, will cost their employer more than a younger worker in terms of salary, health care premiums and other benefits (Masemola, 2003).
- **Accidents:** Employees with money problems are more accident-prone (Masemola, 2003).

6.1.2.1 Variable 4: Reduction in the work-time spent on the telephone on personal financial problems

In order to arrive at an average of the time spent on telephone calls regarding financial matters, the results of studies by three different researchers were compared. Although they used different items in their measurement, all three used the average length of the conversations (not the number of calls) as a criterion. The resulting averages as a percentage of the total time spent on the phone is summarised in Table 6.

TABLE 6: AVERAGE TIME SPENT ON THE TELEPHONE ON PERSONAL FINANCIAL ISSUES

ITEM	AUTHORS			AVERAGE
	Joo (1998:142)	*Kim & Garman (2004:72)*	*Masemela (2003)*	
• Made/received calls regarding overdue credit payments	12.6%	6.2%	-	9.4%
• Made calls to friends and/or relatives about financial matters	12.2%	7.5%	-	9.85%
• Made calls to a lawyer	11.5%	-	-	11.5%
• Made calls to a credit/budget counsellor	3%	1.2%	-	2.1%
• Made calls to arrange a vehicle loan	8.9%	-	-	8.9%
• Spent time on the phone regarding financial matters	-	-	13%	13%
Total	60.8%	14.9%	13%	29.6%

In calculating of production loss due to personal financial telephone calls, the average hourly remuneration of a SAPS employer (SAPS, 2005:161) was taken as a basis. Due to the nature of the

work that they will be doing in the organisation, it was estimated that recruits will spend 12.5% (1/8) of their average workday on the telephone. If the general circumstances of recruits is taken into consideration (cf. Article 2), it was also conservatively estimated that an average of 15% of this time will be spent on financial issues (cf. Kim & Garman, 2004:72; Masemola, 2003). All three the indicators were used in calculating the production loss due to hours spent on the telephone on personal financial issues (see Table 7)

TABLE 7: VARIABLE 4: EXPECTED PRODUCTION LOSS DUE TO TIME SPENT ON THE TELEPHONE ON PERSONAL FINANCIAL ISSUES

ITEM	CALCULATION	RESULT
• Expected total number of recruits that would experience financial problems/stress per annum:	25% x 8538 recruits =	2134.5 recruits
• Estimated hours that one recruit will spend on the telephone per annum:	12.5% x 1920 hours (total working hours in a year) =	240 hours
• Estimated hours that one recruit spent on the telephone on personal financial matters:	15% x 240 hours =	36 hours
• Total hours spent on the telephone by effected recruits on personal financial matters:	2134.5 recruits x 36 hours =	76842 hours
• Estimated production lost due to financially related personal calls during work-time:	76842 hours x R62 (average rate per hour)	**R 4,764,204**

6.1.2.2 Variable 5: Reduction in the time spent on talking to co-workers about financial issues

Research done by Joo (1998:142,249) and Kim and Garman (2004:72) found that employees spent, apart from telephone calls, considerable additional time on discussing money problems with co-workers. This ranged from 16.6% (Kim & Garman, 2004:72) to 44.8% (Joo, 1998:142). In calculating its effect, it was estimated that recruits will spend 5% (24 minutes) of their average workday on personal talks with co-workers and that, conservatively estimated, an average of 15% of this time will be spent on financial issues (cf. Kim & Garman, 2004:72). The production loss that will be brought about by this trend is contained in Table 8.

TABLE 8: VARIABLE 5: EXPECTED PRODUCTION LOSS DUE TO TIME SPENT ON DISCUSSING FINANCIAL PROBLEMS WITH CO-WORKERS

ITEM	CALCULATION	RESULT
• Expected total number of recruits that would experience financial problems/stress per annum:	25% x 8538 recruits =	2134.5 recruits
• Estimated hours that one recruit will spend on non work-related conversations with co-workers per annum:	5% x 1920 hours (total working hours in a year) =	96 hours
• Estimated hours that one recruit spent on conversations with co-workers regarding financial problems per annum:	15% x 96 hours =	14.4 hours
• Total hours spent on the discussion of personal financial matters:	2134.5 recruits x 14.4 hours =	30737 hours
• Estimated production lost due to financially related personal discussions amongst employees:	30737 x R62 (average rate per hour)x 2 (average number of employees involved)*	**R 3,811,363**

** Production loss will accrue from both the recruit and at least one co-worker he/she will talk to*

6.1.2.3 *Variable 6: Reduction in the absenteeism due to financial problems*

Financial problems can be viewed as the main cause of stress (Garman, Science Blog: 1997). This phenomenon has, amongst others, been substantiated by the research of Kim and Garman (2004:70) who found that 21% of her respondents were highly financially stressed. In turn, stress can lead to physical disorders (50%-80% of such disorders have some stress component), outpatient visits (70%-90% of such visits are stress related), frequent illnesses (workers with high stress levels are three times more likely to suffer from illnesses) and accidents (staff with high stress levels are 30% more likely to have accidents than those with low stress) (Alper, 2002; Lee, 1997).

The study done by Kim and Garman (2004:70) found that respondents could be clustered into three groups, viz. those with low financial stress (43%), moderate financial stress (36%) and high financial stress (21%). The latter group were, on average, three days more absent from their work than the others (Kim & Garman, 2004:72; cf. Joo, 1998:140). For the purposes of this study, only one of these three extra days will be ascribed to financial problems. This assumption is somewhat vindicated by a South African study of Masemola (2003) who found that 13% of his respondents stayed away from work due to financial problems.

Absenteeism has enormous cost implications for any organisation. Apart from the work-hours lost by the individual, it results in higher overtime cost for replacement workers, more accidents, greater staff turnover, lessening of work efficiency, higher stress levels of other workers due to high work-loads, increased health care costs and losses from lowered productivity (Joo, 1998:54). The extent to which recruits' financial problems induced absenteeism could impact the organisation is summarised in Table 9. In these calculations, only the one day extra taken off due to financial problems will be covered and not any of the other potential cost items.

TABLE 9: VARIABLE 6: EXPECTED PRODUCTION LOSS DUE TO FINANCIAL PROBLEMS INDUCED ABSENTEEISM

ITEM	CALCULATION	RESULT
• Expected total number of recruits that would experience financial problems/stress per annum:	25% x 8538 recruits =	2134.5 recruits
• Total number of days lost by recruits due to financial problems induced absenteeism:	2134.5 recruits x 1 day =	2134.5 days
• Total cost of days lost due to absenteeism:	2134.5 days x R496 (average daily rate) =	R1,009,112

6.1.2.4 *Variable 7: 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 improvements that were brought about in the recruits' knowledge, attitudes and behaviour (KAB) were first calculated. This came to an average of 22.94% (see Article 2). 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 financial problems/stress per annum, only

1 in 10 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 958,468 for 2005,
- R 1,054,315 for 2006
- R 1,159,746 for 2007 (see Worksheet 8a)

6.2 THE MODULE'S ROI, NVP, PAYBACK PERIOD, IRR AND LEARNING COST PER RECRUIT

The results of the calculation of Module 1 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 9a. Note should be taken of the fact that all these calculations are based on the module's costs (see Table 2) and benefits (see Worksheet 8a) *as such* and that they, therefore, do not accommodate the cost of the enabling modules (see heading 5.1). The module's ROI and associated measurements will, consequently, be lower in the calculations pertaining to the Self-Management Programme as a whole (see heading 9).

WORKSHEET 9A: ROI AND ASSOCIATED MEASUREMENTS OF MODULE 1: BE MONEY WISE

THE ROI AND ASSOCIATED MEASUREMENT OF MODULE 1 - BE MONEY WISE			
	Year 1 (2005)	**Year 2 (2006)**	**Year 3 (2007)**
ROI (Return on Investment)	2594%	5619%	8897%
NPV (Net Present Value)	R 1,034,226	R 2,288,341	R 3,647,888
Payback Period (months)	0.46		
IRR (Internal Rate of Return)	2494%	2606%	2610%
Learning cost per delegate	R 36		

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 their investment in the module, 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) over the three years divided by the initial costs. Three years is used as the time span because the modules might become obsolete after this time. The calculations entail the following:

- with the initial total cost of R41,466 (see Worksheet 10a)
- the ROI would be 2594% (year 1), 5619% (year 2) and 8897% (year 3).

- This implies that for every R1 spent on this module, the return for the SAPS will be R2,594 (year 1), R5,619 (year 2) and R8,897 (year 3).

While the ROI provides the percentage return on investment over the 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 this module, the value came to R 1,034,226 (year 1), R 2,288,341 (year 2) and R 3,647,888 (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 module within 0.46 months (0.46 x 22 workdays ≈ 10.1 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 this module, the IRR or investment rate was equal to 2494% (year 1), 2606% (year 2) and 2610% (year 3).

The last calculations that were done, were the learning cost per recruit. It is calculated by dividing all the costs incurred in the development, presentation and evaluation of a module by the number of recruits to whom the programme will be presented over the three years. It came to R 36 per recruit for the module.

6.3 THE MODULE'S CASH FLOW STATEMENT

The last worksheet (Worksheet 10a) that will be covered, is the cash-flow statement that was generated from the module. 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 module. 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 module. 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 module is not more than the benefits achieved (Meyer *et al.*, 2003:114).

WORKSHEET 10A: CASH FLOW STATEMENT FOR MODULE 1: BE MONEY WISE

CASH FLOW STATEMENT (YEAR 1 - 3) MODULE 1: BE MONEY WISE					
	Initial cost	Year 1	Year 2	Year 3	Total
Bank balance at beginning of the year		(R41,466)	R1,034,226	R2,288,341	
Income					
Improvements in quality of service	R0	R440,517	R567,543	R567,543	R1,575,603
Labour and other cost savings	R0	R958,468	R1,054,315	R1,159,746	R3,172,529
Total	R0	R1,398,985	R1,621,858	R1,727,289	R4,748,132
Payments					
Gap Analysis	R2,450	R0	R0	R0	R2,450
Design and Development	R39,016	R0	R0	R0	R39,016
Presenters' costs	R0	R164,142	R 164,142	R 164,142	R492,426
Recruits' costs	R0	R144,079	R185,625	R185,625	R515,329
Assessment	R0	R9,525	R12,272	R12,272	R34,069
Evaluation	R0	R546	R704	R704	R1,954
Fixed Costs	R0	R5,000	R5,000	R5,000	R15,000
Total	R41,466	R323,292	R367,743	R367,743	R1,100,244
Surplus/shortfall	(R41,466)	R1,075,692	R1,254,115	R1,359,546	
Bank balance at end of the year	(R41,466)	R1,034,226	R2,288,341	R3,647,888	

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 R3, 647,888 in 3 years.

7. THE BENEFITS AND THE ROI AND ASSOCIATED MEASUREMENTS OF MODULE 6: PROBLEM-SOLVING

Exactly the same principles that were used and procedures that were followed in the calculation of Module 1 s ROI and associated measurements were applied to Module 6: Problem-Solving. For this reason, the principles and procedures will not be repeated here. The focus will only be on the *results* of:

- the benefits analysis
- 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 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 6: PROBLEM-SOLVING

BENEFITS DERIVED FROM MODULE 6: PROBLEM-SOLVING			
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)	9.64%	4.62%	R 785
Total			**R 785**
Variable 3: Estimated extent to which value will translate into actual improvements in quality of service	4.87%		
Total yearly financial value of the improved quality of service	**Year 1 (2005)**	**Year 2 (2006)**	**Year 3 (2007)**
	R 220,369	**R 283,915**	**R 283,915**
SECTION B: LABOUR AND OTHER COST SAVINGS PER YEAR			
Variable 4: Rand equivalent of expected reduction in production loss due to stress caused by ineffective problem-solving skills	R 2,628,380	R 2,891,218	R 3,180,340
Variable 5: Rand equivalent of expected reduction in production loss due to conflict resulting from a lack of problem-solving skills	R 2,021,132	R 2,223,245	R 2,445,570
Variable 6 Calculation of the net contribution of the module			
❖ *Average % net improvement in knowledge, attitudes and behaviour (KAB)*	15.57%	15.57%	15.57%
❖ *Estimated percentage (%) contribution that KAB will make to labour and cost savings*	10%	10%	10%
Total labour and other cost savings per year	**Year 1 (2005)**	**Year 2 (2006)**	**Year 3 (2007)**
	R 464,951	**R 511,446**	**R 562,591**
Total value of the module ***(Section A + Section B)***	**R 685,320**	**R 795,361**	**R 846,506**

7.1.1 Section A: Improvements in Quality of Service

Problem-solving is a core function and skill of all SAPS personnel and essential for fulfilling the organisation's mission viz. " to create a safe and secure environment for the people of South Africa" (SAPS, 2005:4; Stevens & Yach, 1995:117). It is an integral part of the SAPS's policing style of community policing and it is one of the four basic pillars on which this approach is based (Fox *et al.*, 2001:193). Improvements in this skill will, therefore, have an impact on especially the quality of the service that will be rendered.

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

The role that problem-solving plays in police work has been well researched by Engel and Worden (2003). In their research, which was conducted in the Indianapolis and Florida Police Departments, they found that police officers spend between 6.9% and 11.6% of their time directly engaged in problem-solving activities. This came to an average of 9.64% of total work-time.

It is not expected that the time that recruits will ultimately spend on problem-solving will differ significantly from that of the American counterparts. Given the nature of South African police work, it will probably be even higher. However, only the average time found in the Engel and Worden (2003) study (i.e. 9.64%) was converted into the number of recruits that will be effected. For calculation purposes only it, therefore, implies that 9.64% of 8538 recruits (562.78 recruits) will be a 100% employed in some or other problem-solving task (Worksheet 8b).

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

As in the case of Module 1: Be Money Wise (6.1.1.2), the average % net value ascribed to Module 6 was also used in this calculation. It came to 46.24% (see Table 10). It, too, was further discounted by a factor of 10. This would imply that, of the 4.62% recruits who will be dealing with problem-solving and view the module as of great value, only 1 in 10 would use this ascribed value in their lives.

TABLE 10: THE VALUE OF MODULE 6: PROBLEM SOLVING

MODULE 6: PROBLEM SOLVING			
	Middle of scale	**Mean**	**Net % above average**
Scale 5 (Value)	2.5	3.6558872	46.24%

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 48.7% (see Table 11). If this figure was further discounted by a factor of 10, it would imply that of the 9.64% of the recruits will have to deal with problems on a daily basis and 4.87% of these who will use its potential value, only 1 in 10 would be able to convert this potential value into an actual improved quality of service.

TABLE 11: THE RELEVANCE OF MODULE 6: PROBLEM SOLVING

MODULE 6: PROBLEM SOLVING			
	Middle of scale	**Mean**	**Net % above average**
Scale 6 (Relevance)	2.5	3.7174900	48.7%

The results of the application of variables 1 to 3 indicated that the monetary value of the module's contribution to the improvement to the SAPS's quality of services will come to:

- R 220,369 for 2005
- R 283,915 for 2006
- R 283,915 for 2007 (see Worksheet 8b)

7.1.2 Section B: Labour and other cost savings

A total of three variables or indicators were used to calculate the potential labour and other cost savings. They were reductions in:

- production loss due to stress caused by ineffective problem-solving skills
- production loss due to conflict resulting from a lack of problem-solving skills

- the (potential) savings that the module will bring about in expenditure on each of these two items.

7.1.2.1 Variable 4: Expected reduction in production loss due to stress caused by ineffective problem-solving skills

The baseline used in the calculation of Variable 4, was the research that was done by Violanti (2001:722; 725) in a Police Academy in the USA. He found that improved problem-solving skills was the most effective strategy to combat stress amongst recruits and that it brought about a 12.06% reduction in their stress (Violanti, 2001:722; 725).

The next step in the process was to calculate the cost of stress for the SAPS. Only two of the myriad of potential cost items will be used in these calculations. They are the expected cost of stress induced turnover and sick leave amongst recruits.

It is estimated that at least 40% of employee turnover (death and retirement excluded) in the SAPS is caused by excessive stress (De Vries & Wilkerson, 2003:46; Lee; 1997). The cost of replacing one of these skilled employees is equal to 150% of that individual's annual compensation (DMI, 2001; Powell, 2005). The calculation of the cost savings that the organisation will incur if the turnover rate is reduced by 12.06% due to good problem-solving skills (Violanti, 2001:722; 725), is summarised in Table 12.

TABLE 12: EXPECTED SAVINGS IN STRESS INDUCED STAFF TURNOVER COSTS

ITEM	CALCULATION	RESULT
• Total staff turnover (death, retirement & expiry of contract excluded) in the SAPS for 2004/2005:		2535 members
• Percentage of total workforce affected:	2535 ÷148 970 (total workforce of SAPS in 2004/2005*) =	1.7 %
• *Therefore:* expected recruit turnover per year:	1.7% x 8538 recruits =	145 recruits
• Expected number of recruits that will leave due to stress	145 x 40% =	58 recruits
• The expected reduction in stress induces turnover due to improved problem-solving skills	58 x 12.06% =	7 recruits
• Personnel cost involved	7.3 x R119 000 (average personnel cost per annum)	R 833,000
• Replacement cost	R 869,652 x 150%	**R 1,249,500**

* Annual Report (SAPS, 2005: Table 5.3)

The research of various authors (e.g. Hoel *et al.*,ILO, 2004; Lee, 1997:33) was used as a basis to calculate the probable cost of stress induced sick leave amongst recruits. It included the findings that at least 20% of the employees will suffer from so much stress that they will take days off, that the absenteeism costs of a stressed employee are five times more than average absence for sick leave and that work incapacity due to stress lasts 2.5 times longer than those for other illnesses. These finding were applied to the sick leave profile of the SAPS (2005: Table 9.1) and the results summarised in Table 13.

TABLE 13: EXPECTED SAVINGS IN STRESS 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 for stress:	2.5 x 9 days (organisational average) =	22.5 days
• Net increase above organisational average:	22.5 days – 9 days =	13.5 days
• Expected number of recruits that will suffer from excessive stress:	8538 recruits x 20% =	1707.6 recruits
• Number of above organisational average days that stressed recruits will take off:	1707.6 recruits x 13.5 days =	23052.6 days
• Expected decrease in the number of days due to improved problem-solving skills:	23052.6 days x 12.06%* =	2780 days
• Savings due to a decrease in stress induced sick leave:	2780 days x 8 hours x R62 (hourly cost)	**R 1,378,880**

* (cf. Violanti, 2001:722; 725).

Although numerous other cost items associated with excessive stress (e.g. loss of productivity and stress induced visits to medical practitioners) were not taken into consideration, the two criteria alone will bring about a total savings of R 2,628,380 in the first year alone (see Worksheet 8b).

7.1.2.2 Variable 5: Expected reduction in production loss due to conflict resulting from a lack of problem-solving skills

Due to the direct link between problem-solving and conflict (cf. Mitchell & Banks, 1996:xvii; Wheatley & Crinean, 2005:14), it was assumed that an increase in the recruits' problem-solving skills will reduce the extent to which they will become involved in conflict situations. This, in turn, will bring about a savings in *at least* two conflict related cost items. These are their manager's time and the cost of conflict induced resignations.

In calculating the savings that an improvement in the recruits' problem-solving skills will have in the time that managers will have to spend on conflict related issues, the following were used as a basis:

- According to Barnes-Slater and Ford (MGH Consulting, 2005), 30% of a typical manager's time is spent dealing with conflict and conflict related issues (e.g. absenteeism and turnover)
- In the SAPS, the average ratio of managers to subordinates is conservatively estimated as 1:5
- It will be accepted that the improvement of problem-solving skills will only reduce the incidence of conflict by 10% (cf. Violanti, 2001:722; 725; Conflict Research Consortium, 2005). This somewhat low rating is partly due to the conservative approach that was followed and the fact that conflict reduction is also used as an indicator in other modules of the programme

The results achieved with the use of the indicators are summarised in Table 14.

TABLE 14: EXPECTED SAVINGS IN THE TIME THAT MANAGERS SPEND ON CONFLICT RELATED ISSUES

ITEM	CALCULATION	RESULT
• Estimated ratio of managers to recruits in SAPS:		1 : 5
• Total number of managers that will handle recruits:	5% x 8538 recruits =	427 managers
• Estimated work-hours of managers:	834 managers x 48 weeks x 40 hours per week =	819,840 hours
• Time that managers spend on conflict and conflict-related issues:	819,840 hours x 30% =	245,952 hours
• Reduction in the time that managers will have to spend on conflict due to the improved problem-solving skills of recruits:	245,952 hours x 10% =	24,595 hours
• Value of time saved:	24,595 hours x R62 (hourly cost) =	**R 1,524,902**

Hoel *et al.* (ILO) found that 25% of those personnel who leave an organisation do so because of conflict and bullying. If this finding is brought to bear on the SAPS and it is accepted that improved problem-solving skills will reduce the number of conflict induced resignations by 10%, the module will save the SAPS a total of R4,962,300 (see Table 15).

TABLE 15: EXPECTED REDUCTION IN CONFLICT INDUCED RESIGNATIONS

ITEM	CALCULATION	RESULT
• Total staff turnover in terms of resignations in SAPS for 2004/2005:		1979 members
• Percentage of total workforce effected:	1979 ÷ 148970 (total workforce) x 100 =	1.33%
• *Therefore*: expected recruit resignations per year:	1.33% of 8358 recruits =	111 recruits
• Expected number of recruits that will resign due to conflict:	25% of the 111 recruits =	27.8 recruits
• Number of resignations that will be prevented by the improved problem-solving skills of recruits:	27.8 recruits x 10% =	2.78 recruits
• Personnel cost involved:	2.78 recruits x R119 000 (average personnel cost) =	R 330,820
• Replacement cost saved	R 3,308,200 x 150%	**R 496,230**

There are various other conflict related cost items that could have been taken into consideration in the calculation of the Problem-Solving Module's contribution. These include cost of production loss and disciplinary action that might flow from conflict and conflict-incited damage to the employer's property, fraud, theft and embezzlement (estimated at 2% of personnel's expected contribution to organisational profitability) (cf. Lee, 1997:34,38; Orren, 2004:66; Table 3). However, if only the two selected items are used, it indicates that the module will save the SAPS at least R 2,021,132 in the first year (see Worksheet 8b).

7.1.2.9 Variable 6: 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 improvements of 15.57% that were brought about in the recruits' knowledge, attitudes and behaviour (KAB) (see Article 2) were used as a basis. This total was then again discounted to a conservative 10% for the period from 2005 to 2007. This implies that, of the 9.64% of recruits who will spend their time on problem-solving, only 1 in 10 would change their behaviour to such an extent that it would bring about labour and other cost savings for the organisation. If this formula is used, the calculated labour and other cost savings per year will come to:

- R 464,951 for 2005
- R 511,446 for 2006
- R 562,591 for 2007.

7.2 THE MODULE'S ROI, NVP, PAYBACK PERIOD, IRR AND LEARNING COST PER RECRUIT

The results of all the data that were captured regarding the development, presentation and benefits of Module 6: Problem-solving, as well as that of the ROI and related measurements, are contained in Worksheet 9b.

WORKSHEET 9B: ROI AND ASSOCIATED MEASUREMENTS OF MODULE 6: PROBLEM-SOLVING

THE ROI AND ASSOCIATED MEASUREMENT OF MODULE 6 – PROBLEM-SOLVING			
	Year 1 (2005)	**Year 2 (2006)**	**Year 3 (2007)**
ROI (Return on Investment)	2357%	5103%	8057%
NPV (Net Present Value)	R 552,866	R 1,225,394	R 1,949,066
Payback Period (months)	0.51		
IRR (Internal Rate of Return)	2257%	2368%	2373%
Learning cost per delegate	R 12		

Note: The costs and benefits on which calculations are based, are contained in Table 2 and Worksheet 8b

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) divided by the initial costs. The module's return on investment came to 2357% for 2005, 5103% for 2006 and 8057% for 2007. This implies that, for every R1 spent on the module, the SAPS will get to R2,357 for 2005, R5,103 for 2006 and R8,057 for 2007. The organisation will, basically, recoup its investment within 11.22 workdays (Payback period: 0.51 months).

The Rand value of the savings that the module will have for the SAPS (i.e. NPV), came to R552,866 (year 1), R1,225,394 (year 2) and R1,949,066 (year 3). It cost R 12 per recruit to go through the two hour presentation of the module.

7.3 THE MODULE'S CASH FLOW STATEMENT

The last worksheet (Worksheet 10b) that will be covered, is the cash-flow statement that was generated from the module. 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.

WORKSHEET 10B: CASH FLOW STATEMENT FOR MODULE 6: PROBLEM-SOLVING

CASH FLOW STATEMENT (YEAR 1 - 3) MODULE 6: PROBLEM-SOLVING					
	Initial cost	Year 1	Year 2	Year 3	Total
Bank balance at beginning of the year		(R24,494)	R552,866	R1,225,394	
Income					
Improvements in quality of service	R0	R220,369	R283,915	R283,915	R788,198
Labour and other cost savings	R0	R464,951	R511,446	R562,591	R1,538,989
Total	R0	R685,321	R795,361	R846,505	R2,327,187
Payments					
Gap Analysis	R817	R0	R0	R0	R817
Design and Development	R23,678	R0	R0	R0	R23,678
Presenters costs	R0	R54,715	R 54,715	R 54,715	R164,145
Recruits costs	R0	R48,026	R61,875	R61,875	R171,776
Assessment	R0	R3,334	R4,295	R4,295	R11,924
Evaluation	R0	R219	R282	R282	R782
Fixed Costs	R0	R1,667	R1,667	R1,667	R5,000
Total	R24,494	R107,960	R122,833	R122,833	R378,121
Surplus/shortfall	(R24,494)	R577,360	R672,528	R723,672	
Bank balance at end of the year	(R24,494)	R552,866	R1,225,394	R1,949,066	

Worksheet 10b indicates that, in the case of Module 6, the accumulated surplus will amount to R1,949,066 over 3 years.

8. THE BENEFITS AND THE ROI AND ASSOCIATED MEASUREMENTS OF MODULE 9: HIV/AIDS AWARENESS

As in the case of the other modules, this section will also focus on the results of Module 9: HIV/AIDS Awareness's benefits analysis, calculated return on investment (ROI), net present value (NPV), payback period, internal rate of return (IRR) and learning cost per recruit and cash flow statement.

8.1 THE MODULE'S BENEFITS

Worksheet 8c contains a summary of the module's contribution to the improvement of the SAPS's quality of service, as well as the labour and other cost saving that its presentation will bring about. All the indicators that will be used in these calculations, should be seen against the backdrop of the findings of a recent survey by the South African Business Coalition on HIV/AIDS (ILO, 2004:18) on the impact of HIV/AIDS in the workplace. The more that 1,000 companies polled reported the following:

- Lower labour productivity / increased absenteeism
  - 2% companies reported a large impact
  - 10% reported a moderate impact
  - 27% reported a small impact

- Higher employee benefit costs
  - 6% companies reported a large impact
  - 10% reported a moderate impact
  - 17% reported a small impact
- Higher labour turnover rates
  - 1% companies reported a large impact
  - 8% reported a moderate impact
  - 21% reported a small impact
- Loss of experience and vital skills
  - 2% companies reported a large impact
  - 8% reported a moderate impact
  - 17% reported a small impact
- Higher recruitment and training costs
  - 3% companies reported a large impact
  - 6% reported a moderate impact
  - 16% reported a small impact.

WORKSHEET 8C: THE BENEFITS OF MODULE 9: HIV/AIDS AWARENESS

BENEFITS DERIVED FROM MODULE 9: HIV/AIDS AWARENESS			
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)	21.5%	5.43%	R 1,389
Total			**R 1,389**
Variable 3: Estimated extent to which value will translate into actual improvements in quality of service	5.43%		
Total yearly financial value of the improved quality of service	**Year 1 (2005)** **R644,082**	**Year 2 (2006)** **R829,808**	**Year 3 (2007)** **R829,808**
SECTION B: LABOUR AND OTHER COST SAVINGS PER YEAR			
Variable 4: Rand equivalent of expected reduction in HIV/AIDS related deaths and ill health retirements	R 3,034,500	R 3,337,950	R 3,671,745
Variable 5: Rand equivalent of expected reduction in HIV/AIDS-induced sick leave	R 11,836,400	R 13,020,040	R 14,322,044
Variable 6: Rand equivalent expected reduction in HIV/AIDS related visits to medical practitioners/clinics	R 4,552,462	R 5,007,708	R 5,508,479
Variable 7: Calculation of the net contribution of the module			
❖ *Average % net improvement in knowledge, attitudes and behaviour (KAB)*	20.44%	20.44%	20.44%
❖ *Estimated percentage (%) contribution that KAB will make to labour and cost savings*	10%	10%	10%
Total labour and other cost savings per year	**Year 1 (2005)** **R 1,942,336**	**Year 2 (2006)** **R 2,136,570**	**Year 3 (2007)** **R 2,350,227**
Total value of the module ***(Section A + Section B)***	**R 2,586,418**	**R 2,966,378**	**R 3,180,035**

8.1.1 Section A: Improvements in Quality of Service

The measurement of the modules' impact on the quality of the recruits' services involves three variables. They are 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) (Worksheet 8c).

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

Various resources were consulted to arrive at the probable percentage of recruits who will be or who will become HIV positive in the near future. It produces the following research findings and estimates of the prevalence rate of HIV/AIDS in South Africa:

- 21.5% for the age group 15 to 49 (UNAIDS, 2004:1; ILO, 2004:74)
- 21.5% for the age group 15 to 59 (Nattrass, 2004:19)
- 30.8% for the age group 20 to 25 (Health Systems Trust, 2005:1)
- 24.5% for South Africa's government employees (Van Wyk & Tshivase, 2005:66) were HIV positive.

In spite of the fact that the Police personnel should be viewed as a high risk group for HIV infection (Schönteich, 2003:3; Nattrass, 2004:26) and that most recruits fall into the high-risk 20-24 age group, the more conservative route will be followed. It would be that at least 21.5% of the recruits will be so seriously affected by HIV/AIDS that it would jeopardise the quality of their service delivery.

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

The recruits' evaluations produced an average net value of 54.32% (see Table 16) for the module. This was further discounted by a factor of 10. It would imply that, of the 21.5% of recruits who will be seriously affected by HIV/AIDS, only 5.43% will make use of the potential value of the module in their lives.

TABLE 16: THE VALUE OF MODULE 9: HIV/AIDS AWARENESS

MODULE 9: HIV/AIDS AWARENESS			
	Middle of scale	**Mean**	**Net % above average**
Scale 5 (Value)	2.5	3.8584459	54.32%

8.1.1.3 Variable 3: Estimated percentage contribution to improvement of quality

The value of 54.32% was used as a baseline for the calculation of variable 3 (see Table 17). This figure was further discounted by a factor of 10. Therefore, of the 5.43% will make use of the potential value of the module, only 5.43% will be able to convert this value into an improved quality of service to the public.

TABLE 17: THE RELEVANCE OF MODULE 9: HIV/AIDS AWARENESS

MODULE 9: HIV/AIDS AWARENESS			
	Middle of scale	**Mean**	**Net % above average**
Scale 6 (Relevance)	2.5	3.8577329	54.31%

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:

- R644,082 for 2005
- R829,808 for 2006
- R829,808 for 2007 (see Worksheet 8c).

The calculations in the three variables should be viewed as very conservative. It has, for example, been found in research that the productivity of infected workers will be 40% of that of a 'normal' employee (Nattrass, 2004:200-201) and that the reduced productivity would add 2.5% to the remuneration costs of an organisation (Strategic Issues, 2001:8). The lower productivity will be partly due to the morbidity (Beck *et al.*, 2001:14; 31) and the deteriorating health of HIV positive employees (Schönteich, 2003:4).

8.1.2 Section B: Labour and other cost savings

Only four variables or indicators were used to calculate the potential labour and other cost savings that Module 9 would bring about. These were the following:

- Variable 4: Rand equivalent of expected reduction in HIV/AIDS related deaths and ill health retirements
- Variable 5: Rand equivalent of expected reduction in HIV/AIDS-induced sick leave
- Variable 6: Rand equivalent expected reduction in HIV/AIDS related visits to medical practitioners/clinics
- Variable 7: Calculation of the net contribution of module to cost reduction (Worksheet 8c).

8.1.2.1 Variable 4: Expected reduction in HIV/AIDS related deaths and ill health retirements

The first step in finding a baseline for the calculation of the costs of HIV/AIDS related deaths and ill health retirements for the SAPS was to identify the percentage of personnel who could be involved. From an analysis of the organisation's annual reports (SAPS, 2003; SAPS, 2004; SAPS, 2005:167), the average percentages for the 2002-2005 timeframe came to 0.81% for deaths and 0.55% for ill-health retirements. If deaths on duty were excluded, the combined average came to 1.1% in 2005 (SAPS, 2005: Table 5.3).

The second step in the process was to ascertain what percentage of the deaths and ill health retirements could be attributed to HIV/AIDS. In this regard, use was made of Schönteich's (2003:2) finding that the number of employees who 'left' the Department of Safety and Security due to these factors increased by 18% between 1999 and 2001. It was accepted that a large proportion of this *increase* was probably due to the accumulated effect of HIV/AIDS in the pre 1999 era and that it will continue to exert an effect. The formula that could, therefore, be used in the calculations was that 18% of the combined average of 1.36% should be used to ascertain the number of recruits who will annually 'leave' the SAPS due to

HIV/AIDS related deaths and ill health retirements. This conservative estimate is much lower than the average yearly mortality rate of 9.2% that, according to the International Labour Organisation (ILO, 2004:85), is due to HIV/AIDS.

The replacement cost of a skilled employee was used to calculate the cost of this phenomenon. The DMI (2001) conservatively estimates that it is equal to 150% of that individual's annual compensation. This estimate is based on the formula that the replacement cost should include:

- 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's production minus the new worker's production level).

In calculating the cost of HIV/AIDS related deaths and ill health retirements, use was made of the data available in the organisation's 2005 Annual Report (SAPS, 2005: Table 5.3). The results of the process are contained in Table 18.

TABLE 18: VARIABLE 4: EXPECTED REDUCTION IN HIV/AIDS RELATED DEATHS AND ILL HEALTH RETIREMENTS

ITEM	CALCULATION	RESULT
• Total number of deaths (deaths on duty excluded) and ill health retirements in the SAPS for 2004/05 =		1 486 members
• Percentage of total workforce effected:	1486 ÷ 148970 (total workforce 2004/2005) x 100 =	1.1%
• Expected number of recruits who will die or go on ill health retirement per annum:	1.1% x 8,538 recruits =	94 recruits
• Number who will 'leave' due to HIV/AIDS related death and ill health retirement	94 recruits x 18% =	17 recruits
• Total cost of staff turnover due to HIV/AIDS related death and ill health retirement:	17 recruits x R119000 (average personnel cost) x 150% (replacement cost) =	**R 3,034,500**

8.1.2.2 Variable 5: Expected reduction in HIV/AIDS induced sick leave

The absenteeism costs due to HIV/AIDS related sick leave, incapacity leave and hospitalisation can be enormous. The following findings were used as a baseline to calculate these costs for the SAPS:

- In a recent South African study, the number of workdays lost annually by HIV/AIDS patients came to 27.7 (Nattrass, 2004: 163). It comprised 11.7 days on sick leave, 5.4 days for hospitalisation and the equivalent of 10.6 days spent on visits to a clinic (assuming that each visit to the clinic during work-hours will result in the loss of half a day's work) (Nattrass, 2004:163; Schönteich, 2003:4). In another study by Beck *et al.* (2001:3), the average number of days on sick leave alone came to 12.74.
- The estimated number of days of sick leave does not include the cost of HIV/AIDS induced depression. In this regard, the World Health Organisation (WHO, 2003:11,21) estimates that up to 44% of HIV/AIDS patients suffer from depression and that it will result in an average of 44 days sick leave per year for short-term disability (WHO, 2003:11,21).

In the calculation of the module's benefits, the average number of days of sick leave that HIV/AIDS sufferers will take because of their illness will conservatively be estimated at 13 days. This will include days for hospitalisation, but exclude time spent on visits to medical practitioners and clinics. The results of the calculations in which this estimate was applied, are summarised in Table 19.

TABLE 19: EXPECTED REDUCTION IN HIV/AIDS INDUCED SICK LEAVE

ITEM	CALCULATION	RESULT
• Estimated number of recruits that could be HIV positive:	21.5% of 8538 recruits =	1835.67 recruits
• Number of days sick leave of recruits due to HIV/AIDS:	1835.67 recruits x 13 days =	23863.71 days
• Total cost of HIV/AIDS induced sick leave:	23863.71 days x 8 hours x R62 (hourly cost) =	**R 11,836,400**

8.1.2.3 Variable 6: Expected reduction in HIV/AIDS related visits to medical practitioners/clinics

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 or clinic. Nattrass (2004:163) found that workers will spend an average of 4 hours on one visit and that it would accumulate to 10.6 workdays lost per employee per year. For the purpose of the calculation of the module's benefits, this number will be more than halved to five days. The results are contained in Table 20.

TABLE 20: EXPECTED REDUCTION IN HIV/AIDS RELATED VISITS TO MEDICAL PRACTITIONERS/CLINICS

ITEM	CALCULATION	RESULT
• Estimated number of recruits that could be HIV positive:	21.5% of 8538 recruits =	1835.67 recruits
• Number of workdays lost due to HIV/AIDS related visits to medical practitioners/clinics:	1835.67 recruits x 5 days =	9178.35 days
• Total cost of HIV/AIDS related visits to medical practitioners/clinics:	9178.35 days x 8 hours x R62 (hourly cost) =	**R 4,552,462**

8.1.2.4 Other cost items not included in calculations

There are numerous other HIV/AIDS related cost items that were not included as potential labour and cost savings. Some of these are contained in Table 21.

TABLE 21: THE COST OF HIV/AIDS TO AN ORGANISATION

CATEGORY	DIRECT COSTS	INDIRECT COSTS
Individual costs from one employee with HIV/AIDS	• Medical care • Benefit payments: disability, death, funeral, etc. • Recruitment and training of replacement worker	• Reduced productivity due to absenteeism/sickness • Reduced productivity due to attending HIV/AIDS related funerals or attending to sick family members (i.e. "family responsibility leave" in the SAPS • Supervisor's time in dealing with productivity losses • Turnover costs
Organisational costs from many employers with HIV/AIDS	• Insurance premiums • Accidents related to sickness or inexperience • Cost of litigation	• Senior management time • Production disruptions • Depressed morale and motivation • Loss of experienced workers • Strain on labour relations

Based on: ILO (2004), Strategic Issues (2001:8) and Rosen *et al.* (2003)

8.1.2.5 Variable 7: 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 20.42% in the recruits' KAB (see Article 3) was used as a basis. This total was again discounted to a conservative 10% for the period from 2005 to 2007. It produced a total labour and other cost saving of:

- R 1,942,336 for 2005
- R 2,136,570 for 2006
- R 2,350,227 for 2007.

The final Rand value of the savings should, again, be seen as conservative. This is especially due to the fact that Schönteich (2003:4) and Strategic Issues (2001:8) estimate that the cost of each HIV infection is between two and four times the total annual salary of an employee. If the estimated cost reduction that was brought about by the module is applied to only this one indicator, the savings will be between 10 and 100 times more than is currently budgeted for.

8.2 THE MODULE'S ROI, NVP, PAYBACK PERIOD, IRR AND LEARNING COST PER RECRUIT

This section will cover 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 Worksheet 9c).

WORKSHEET 9C: ROI AND ASSOCIATED MEASUREMENTS OF MODULE 9: HIV/AIDS AWARENESS

THE ROI AND ASSOCIATED MEASUREMENT OF MODULE 9 – HIV/AIDS AWARENESS			
	Year 1 (2005)	**Year 2 (2006)**	**Year 3 (2007)**
ROI (Return on Investment)	3898%	8375%	13239%
NPV (Net Present Value)	R 2,099,606	R 4,575,059	R 7,264,169
Payback Period (months)	0.31		
IRR (Internal Rate of Return)	3798%	3909%	3912%
Learning cost per delegate	R 48		

Note: The costs and benefits on which calculations are based, are contained in Table 2 and Worksheet 8c

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% and
- annual benefits of R2,154,893 (year 1), R2,475,453 (year 2) and R2,689,110 (year 3) (see Worksheet 10c),
- the ROI came to =3898% (year 1), 8375% (year 2) and 13239% (year 3)
- This implies that for every R1 spent on this module, the return for the SAPS will be R3,898 (2005), R8,375 (2006) and R13,239 (2007).

Net present value (NPV) provides the Rand value of the expected return and, therefore, indicates the magnitude of the modules. In the case of this module, this value came to R 2,099,606 (year 1), R 4,575,059 (year 2) and R 7,264,169 (year 3). The SAPS will recoup its investments in this module within 0.31 months (±6.82 workdays).

For this module, the IRR or investment rate was equal to 3798% (year 1), 3909% (year 2) and 3912% (year 3) and the learning cost per recruit came to R48 per recruit per presentation.

8.3 THE MODULE'S CASH FLOW STATEMENT

Worksheet 10c 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 R7,264,169 over 3 years.

WORKSHEET 10C: CASH FLOW STATEMENT: MODULE 9: HIV/AIDS AWARENESS

CASH FLOW STATEMENT (YEAR 1 - 3) MODULE 9: HIV/AIDS AWARENESS					
	Initial cost	Year 1	Year 2	Year 3	Total
Bank balance at beginning of the year		(R55,288)	R2,099,606	R4,575,059	
Income					
Improvements in quality of service	R0	R644,082	R829,808	R829,808	R2,303,699
Labour and other cost savings	R0	R1,942,336	R2,136,570	R2,350,227	R6,429,133
Total	R0	R2,586,418	R2,966,378	R3,180,035	R8,732,832
Payments					
Gap Analysis	R3,267	R0	R0	R0	R3,267
Design and Development	R52,021	R0	R0	R0	R52,021
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	R55,288	R431,525	R490,925	R490,925	R1,468,662
Surplus/shortfall	(R55,288)	R2,154,893	R2,475,453	R2,689,110	
Bank balance at end of the year	(R55,288)	R2,099,606	R4,575,059	R7,264,169	

9. 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 (Williams, 2005), was used as a basis. It, therefore, included the costs and the benefits of Module 4: Conflict Management, Module 5: Self-Assertiveness, Module 7: Stress Management and Module 8: Substance Dependency (Williams, 2005). The results attained is summarised in Table 22 and Worksheets 8d, 9d and 10d.

TABLE 22: THE TOTAL COSTS OF THE SELF-MANAGEMENT PROGRAMME

COST OF THE SELF-MANAGEMENT PROGRAMME (all 9 modules)				
Year-on-Year Cost	***Initial cost***	***Year 1***	***Year 2***	***Year 3***
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 *(All role-players)*		R 64,031	R 82,494	R 82,494
Evaluation *(All role-players)*		R 4,918	R 6,336	R 6,336
Fixed Costs		R 33,333	R 33,333	R 33,333
Total cost of presenting the Programme	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 existing and well-proven personnel capacity building programmes as a basis in the development process. The task-teams that undertook the work was 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 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 8d.

WORKSHEET 8D: 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 utilized	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
Total			**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*			
Savings that will be brought about by Module 1: Be money wise	R 958,468	R 1,054,315	R 1,159,746
Savings that will be brought about by Module 6: Problem-Solving	R 464,951	R 511,446	R 562,591
Savings that will be brought about by Module 7: Stress Management plus Module 4: Conflict Management and Module 5: Self-Assertiveness	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**

* *Note: The benefits of Module 2: Planning of Goals and Module 3: Self-Knowledge have been included in that of the other modules and their cost in the overall cost of the 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 9D: 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 9d indicates that the Rand value of the savings that the Programme will have for the SAPS (i.e. NPV), will come 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 10d. 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 (or not 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 3 years.

WORKSHEET 10D: CASH FLOW STATEMENT: SELF-MANAGEMENT PROGRAMME

CASH FLOW STATEMENT (YEAR 1 - 3) SELF-MANAGEMENT PROGRAMME (all 9 modules)					
	Initial cost	Year 1	Year 2	Year 3	Total
Bank balance at beginning of the year		(R347,496)	R7,324,654	R16,124,239	
Income					
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
Payments					
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
Surplus/shortfall	(R347,496)	R7,672,150	R8,799,586	R9,623,114	
Bank balance at end of the year	(R347,496)	R7,324,654	R16,124,239	R25,747,353	

10. 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 remarkable investment for the South African Police Service. It emphasized the fact that this Programme and its constituent components are not only effective capacity building instruments, but also a profitable financial asset.

11. CLOSING REMARKS

From an analysis of the local and international literature and research that formed the background 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 into the Self-Management Programme of Police Social Work Services has shown that the undertaking of a ROI analysis in social work is both feasible and important. It is now imperative that other practitioners and researcher should take up the challenge. Only in this way can social work prove that it is an accountable and effective profession and that it makes a (financial) difference.

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AFDELING 3

GEVOLGTREKKINGS, RIGLYNE EN AANBEVELINGS

1. INLEIDING

Die onderhawige navorsing het aanvanlik sy ontstaan in 2000 gehad toe die afdeling Maatskaplikewerkdienste van die Suid-Afrikaanse Polisiediens (SAPD) verskeie personeelkapasiteitsbouprogramme ontwikkel en aan die bestaande personeel van dié organisasie aangebied het. Die effek van hierdie programme is gedurende 2003 met behulp van die omvattende *"Evaluation of Personnel Capacity-building Programmes 1 (EPCaP1)"*-navorsingsprojek gemeet. Die voorlopige resultate van hierdie ondersoek het aangedui dat die programme wel 'n prakties betekenisvolle effek op die kennis, houding en gedrag van SAPD-personeel gehad het (Weyers, 2004:vii-viii). Hierdie bevindinge, tesame met 'n verskeidenheid ander faktore, het daartoe aanleiding gegee dat die Nasionale Kommissaris van Polisie in 2003 opdrag gegee het dat 'n aangepaste vorm van die personeelkapasiteitsbouprogramme deel van die basiese opleiding van al die SAPD se student-konstabels moet uitmaak. Hierdie program, bekend as die *"Selfbestuursprogram/Self-Management Programme"* is in Julie 2004 vir die eerste keer by alle SAPD-Opleidingskolleges in Suid-Afrika aangebied. Die nege modules van die program kan aan die hand van Brooks se taksonomie van lewensvaardighede (Brooks, 1984:359-381; Darden & Gazda, 1996:3-5, Ginter, 1999:191-203), in vier komponente verdeel word. In die onderhawige ondersoek is die effek van twee van dié komponente se modules gemeet. Dit was die besluitnemings- en lewensdoelkomponente en die tersaaklike modules was Finansiële Bestuur, Doelwitbeplanning, Selfkennis, Probleemoplossing en MIV/VIGS-bewusmaking.

Die doel van die ondersoek was basies:

- om vas te stel of die betrokke modules aan die generiese vereistes vir sodanige tipe intervensies voldoen,
- om die korttermyn- en langtermyneffek wat die modules op student-konstabels gehad het, te bepaal,
- om die modules en die program as geheel se opbrengste op belegging (indien enige) te meet, en
- om, aan die hand van die voorafgaande, riglyne vir die verbetering van die modules en die Selfbestuursprogram daar te stel.

Van die resultate wat met die bereiking van die gegewe doelwitte behaal is, is reeds in vier artikels vervat (sien Afdeling 2). Alhoewel dié artikels verskeie spesifieke gevolgtrekkings en riglyne bevat, is dit nodig om ook op 'n meer oorhoofse en geïntegreerde wyse op die betrokke twee aspekte te let. In hierdie verband sal die gevolgtrekkings rakende die navorsingsontwerp, die impak van die twee komponente se modules en die kwaliteit van die aanbiedings afsonderlike aandag geniet. Dit sal gevolg word deur 'n opsomming van die navorsingsbevindinge, riglyne en aanbevelings vir die verbetering van die intervensie.

2. GEVOLGTREKKINGS RAKENDE DIE NAVORSINGSONTWERP EN -PROSEDURE

In die navorsing is daar primêr van 'n klassieke eksperimentele navorsingsontwerp gebruik gemaak wat aangevul is deur 'n meer beskrywende ondersoek na die langtermyneffek van die modules en die triangulering van al die verkreë gegewens. Die eksperiment het dit moontlik gemaak om die data met behulp van inferensiële statistiek te analiseer. Dit het ongetwyfeld die wetenskaplikheid en veral die

geldigheid van die meting van elke module se korttermyneffek verhoog. Op sy beurt het die kwalitatiewe gegewens wat deur die fokusgroepe gegenereer is, dit moontlik gemaak om 'n wyer spektrum van die rekrute se denke, houdings en gedragspatrone te dek. Alhoewel die triangulering van verkreë kwantitatiewe en kwalitatiewe data uiteraard 'n moeilike taak was, het die kombinasie van ontwerpe tog tot 'n meer holistiese beeld van die kort- en langtermyneffek van die intervensies aanleiding gegee.

Die keuse van die eksperimentele ontwerp het 'n ewekansige steekproeftrekking genoodsaak. Die ondersoek het besonder goed daarin geslaag om op hierdie wyse eksperimentele en kontrolegroepe te mobiliseer wat verteenwoordigend van die universum se ras- en geslagsprofiel was. Deur al die SAPD-Opleidingskolleges in Suid-Afrika te betrek is verseker dat die resultate as redelik verteenwoordigend van die populasie se geografiese verspreiding beskou kon word.

3. GEVOLGTREKKINGS RAKENDE DIE EFFEK VAN DIE TWEE KOMPONENTE SE MODULES

In die kwantitatiewe analises is daar veral van inferensiële statistiek en Cohen se formule vir die berekening van effekgroottes gebruik gemaak. Hierdeur kon die statistiese beduidendheid *en* praktiese betekenisvolheid van die veranderinge wat die modules in die student-konstabels se kennis, houding en gedrag teweeg gebring het, bepaal word. In die analise van die respondente se belewing van die waarde en relevansie van die betrokke intervensies, is veral beskrywende statistiek gebruik, terwyl tema-identifisering benut is om die fokusgroepe se response te kategoriseer en te sistematiseer. Die oorhoofse resultate wat vanuit die toepassing van hierdie prosedures verkry is, sal vervolgens komponentsgewys bespreek word.

3.1 GEVOLGTREKKINGS RAKENDE DIE BESLUITNEMINGSKOMPONENT

Die besluitnemingskomponent (BV-komponent) het uit 'n Finansiële Selfbestuurs-, 'n Probleemoplossings- en 'n MIV/VIGS-bewusmakingsmodule bestaan. Die betrokke modules se resultate word afsonderlik gedek.

3.1.1 Gevolgtrekkings rakende die Finansiëlebestuursmodule

Die Finansiëlebestuursmodule het tot 'n *prakties betekenisvolle* toename in rekrute se subjektiewe kennis, houding en gedrag gelei. Alhoewel 'n onbetroubare skaal veroorsaak het dat verandering in hul objektiewe kennis slegs deur middel van individuele vrae vasgestel kon word, het die resultate hiervan aangedui dat daar ook op hierdie gebied beduidende verandering voorgekom het. Daar het derhalwe genoegsame gronde bestaan om tot die gevolgtrekking te kom dat die module 'n groot korttermynimpak op rekrute gehad het. Die bykomende skale het aangetoon dat dit as baie waardevol en sinvol beskou is.

Die fokusgroepe het aangetoon dat die module se effek grootliks onveranderd vir ten minste nog ses maande voortgeduur het. Alhoewel sekere feite toe al vergeet is, kon hulle wel ander inhoudelikes oproep. Houdings is oënskynlik nog meer blywend verander en die module het veral die rekrute se gedrag sterk beïnvloed. Die meerderheid het die voornemens wat hulle tydens die module-aanbiedings ontwikkel het, in daadwerklike optrede omgeskakel.

Vanuit die triangulering van die metings was dit duidelik dat die module tot 'n positiewe verandering in rekrute se professionele en veral persoonlike lewens aanleiding gegee het. Die mate waartoe hierdie verkreë verandering vir die SAPD as organisasie van waarde was, is deur middel van die module se opbrengs-op-belegging (OOB/ROI)-koëffisiënt gemeet. Met 'n OOB/ROI-koëffisiënt van 2 594% vir slegs die eerste aanbiedingsjaar, is dit duidelik dat die module die organisasie se belegging in geld en mannekrag meer as regverdig.

3.1.2 Gevolgtrekkings rakende die Probleemoplossingsmodule

Die Probleemoplossingsmodule het 'n prakties betekenisvolle toename in rekrute se subjektiewe sowel as objektiewe kennis teweeg gebring. Slegs diegene wat nie reeds voor die tyd 'n toepaslike houding teenoor probleemoplossing gehad het nie, is op dié vlak deur die module beïnvloed. Die gevolg was dat net 'n medium effek in hierdie verband gemeet is.

Die metings het aangetoon dat die module se grootste effek op die gedragsvlak voorgekom het. Daar was ook sterk aanduidings dat dit nie net by voorgenome gedrag gebly het nie. So byvoorbeeld het fokusgroeplede dit bevestig dat hulle die verkreë vaardighede in hul optrede begin toepas het en dat dit van baie waarde vir hulself en vir die kwaliteit van hul dienslewering was. Dit strook ook met die hoë waarde en sinvolheid wat tydens die opleiding aan die module toegeken is.

Die module se opbrengs op belegging (OOB/ROI) is ook gemeet. Dit het 'n koëffisiënt van 2 357% vir die eerste jaar van aanbieding en 'n kumulatiewe surplus van R1 949 066 oor drie jaar opgelewer. Dit het bewys dat selfs die meer abstrakte tema op die ou einde van direkte finansiële waarde vir die SAPD was.

3.1.3 Gevolgtrekkings rakende die MIV/VIGS-bewusmakingsmodule

Vanweë die emotiewe aard van MIV/VIGS is twee skale gebruik om die effek van die module op hierdie dimensie te meet. Beide het 'n besonder hoë effekmeting opgelewer. Teen die verwagting in het die module ook die rekrute se kennis op 'n prakties betekenisvolle wyse verbeter. Dit dui daarop dat die MIV/VIGS-verwante inligting wat voor hul opleiding via byvoorbeeld die openbare media aan hulle oorgedra is, nie so suksesvol was as wat dikwels verwag word nie. Die hoë effekmetings verklaar ook waarom die module se waarde en sinvolheid die hoogste van al die modules aangeslaan is.

Die positiefste faset van die meting was egter die feit dat die module 'n baie groot prakties betekenisvolle korttermyneffek (d=2.36) op die rekrute se beoogde gedrag gehad het. Die fokusgroepe het ook aangetoon dat die nuwe gedragspatrone na ses maande steeds voortgeduur het. Dié bevinding is baie belangrik, aangesien SAPD-lede in die hoërisikogroep vir MIV-infeksie val.

In die meting van die module se opbrengs op belegging (OOB/ROI) is daar van net drie indikatore gebruik gemaak om die waarskynlike besparings te meet. Ten spyte van hierdie baie konserwatiewe benadering, het dit steeds 'n koëffisiënt van 3 898% vir die eerste jaar van aanbieding en 'n kumulatiewe surplus van R7 264 169 oor drie jaar opgelewer. Dit impliseer dat die module 'n uitstekende belegging deur die SAPD in die toekoms van sy werknemers verteenwoordig.

3.2 GEVOLGTREKKINGS RAKENDE DIE LEWENSDOELKOMPONENT

Die lewensdoelkomponent bestaan uit die Doelwitbeplannings- en die Selfkennismodule. Deurdat hierdie modules hoofsaaklik 'n ondersteunende en instaatstellende rol in die Selfbestuursprogram speel, is hul opbrengs op belegging nie gemeet nie. Hul koste sal wel by die berekening van die program se oorhoofse OOB/ROI verdiskonteer word.

3.2.1 Gevolgtrekkings rakende die Doelwitbeplanningsmodule

Die resultate van die meting het aangetoon dat die module 'n *prakties betekenisvolle effek* op rekrute se objektiewe en subjektiewe *kennis* van die aard en vereistes van doelwitte gehad het. Die fokusgroepbesprekings het bevestig dat hierdie effek op die langtermyn bly voortduur het.

Uit die analise van die data, sowel as die kommentaar tydens die fokusgroepe, was dit duidelik dat die module ook 'n blywende impak op die rekrute se *houdings* gehad het. Hulle het veral tot die insig gekom dat balans gehandhaaf moet word in doelwitformulering en –seleksie. Die resultate het verder aangetoon dat die module 'n baie goeie toepassingswaarde in die praktyk het. Fokusgroeplede pas na ses maande steeds hul kennis toe deur voortdurend nuwe doelwitte op te stel en aktief na te streef. Hulle was ook van mening dat wat hulle uit die module geleer het, hulle besonder goed toerus om die gemeenskap (beter) te bedien.

As die resultate van die kort- en langtermynmetings van die module se effek en invloed gekombineer word met die hoë waarde- en sinvolheidsaanslag wat dit tydens opleiding ontvang het, kan daar tot die gevolgtrekking gekom word dat dit wel in sy doel geslaag het. Dit kan dus aanvaar word dat die module 'n noodsaaklike element van die oorhoofse Selfbestuursprogram uitmaak.

3.3.2 Gevolgtrekkings rakende die Selfkennismodule

Die meting van die rekrute se subjektiewe kennis het 'n prakties betekenisvolle effek aangetoon. Die skaal wat objektiewe kennis moes meet, was egter nie betroubaar nie en daar moes gevolglik van individuele vrae gebruik gemaak word. Hieruit was dit duidelik dat die rekrute veral baie van die Johari Venster geleer het. Hierdie kennis was blywend deurdat die lede van die fokusgroepe na ses maande steeds hul kennis daaromtrent kon verwoord.

Die module het 'n prakties betekenisvolle verandering in rekrute se houdings teweeg gebring. Fokusgroeplede kon dit veral in die verbetering van hul selfvertroue en verhoudings waarneem.

Die selfkonsep speel 'n integrale rol in menslike gedrag en dit was duidelik in die resultate van die meting van die intervensie se kort- en langtermyninvloed. Die fokusgroeplede het dit onder andere verwoord deur te sê dat die module daartoe bygedra het om hulle meer gefokus en vriendelik te maak en beter selfbeheersing tydens hul interaksie met die gemeenskap aan die dag te lê. Ook in hierdie geval het die module dus in sy ondersteunende en instaatstellende rol geslaag.

3.3 TENDENSE RAKENDE DIE EFFEK VAN DIE MODULES

Indien al die metings gesamentlik geneem word, kan daar tot die gevolgtrekking gekom word dat die modules 'n blywende effek op rekrute se kennis, houding en gedrag uitgeoefen het. Dit het daartoe bygedra om nie net van hulle meer veerkragtige individue te maak nie, maar ook om hul funksionering as werknemers aansienlik te verbeter. Hierdie waarde wat tot die organisasie toegevoeg is, verteenwoordig 'n uitstekende opbrengs op die belegging wat die SAPD in die onderskeie modules gemaak het.

4. GEVOLGTREKKINGS RAKENDE DIE KWALITEIT VAN DIE PROGRAMAANBIEDINGS

Aangesien die Selfbestuursprogram deur 'n groot aantal maatskaplike werkers aangebied is, moes die kwaliteit van die aanbieding en die omstandighede waarin die opleiding plaasgevind het, ook tydens die ondersoek bepaal word. Swak aanbieding en omstandighede sou noodwendig die uitkomste van die program negatief beïnvloed.

In die ondersoek is die kwaliteit van die aanbieding noodwendig in 'n breër konteks gesien. Dit het meegebring dat daar binne "Skaal 7: Kwaliteit van die programaanbieding" vier subskale ontwikkel is wat elk op 'n spesifieke faset van die aanbieding gefokus het. In twee van die subskale (Subskale 7.1 en 7.2) was die aanbieders die teiken van analise en is daar onderskeidelik op hul kundigheid en aanbiedingsvaardighede gelet. In albei gevalle het die respondente die aanbieders, sowel as hul vaardighede, baie hoog aangeslaan.

Benewens die aanbieder is daar ook op die kwaliteit van die leerproses gefokus (Subskaal 7.3). Dit het aspekte gedek soos of die mees toepaslike didaktiese prosedure gevolg is, of die leermateriaal verstaanbaar en nuttig was en of daar op die leerder se vlak gekommunikeer is. Sodoende kon bepaal word of die program sinvol ontwerp en op 'n effektiewe wyse aangebied is. Die leerproses is oor die algemeen hoog aangeslaan en al die programme het die deelnemers se belangstelling geprikkel.

Met die laaste subskaal (Subskaal 7.4) is die deelnemers die geleentheid gegee om die konteks waarbinne die programaanbieding plaasgevind het, te evalueer. Hierin is daar, onder meer, gelet op die kwaliteit van die lokaal/plek, hoe goed die program georganiseer was en wat die kwaliteit van die onderrigmedia was. Die rede vir die betrokke fokus is dat dit welbekend is dat die kwaliteit van hierdie faktore die hele leerproses positief of negatief kan beïnvloed. Alhoewel steeds baie goed, is hierdie aspek oor die algemeen as die laagste deur die deelnemers geëvalueer. Uit die evaluering van die plek van aanbieding, sowel as die leermateriaal en hulpmiddele, is dit duidelik dat daar ruimte vir verbetering in hierdie verband bestaan.

'n Aanbiedersevaluasievraelys is na afloop van die program deur die maatskaplike werkers voltooi. Alhoewel hulle hulself en die leerproses en -konteks ietwat laer as die rekrute aangeslaan het, is die aanbiedings steeds as baie goed geëvalueer. Die geskrewe kommentaar en aanbevelings wat die maatskaplike werkers op die vraelys aangebring het, kon as basis dien vir die formulering van aanbevelings vir die verbetering van die modules en die program.

As die rekrute en maatskaplike werkers se evaluerings gesamentlik geneem word, kan tot die gevolgtrekking gekom word dat die kwaliteit van die modules se aanbiedings oor die algemeen baie hoog was. Dit het derhalwe die effek van die modules verhoog en nie negatief beïnvloed nie.

5. GEVOLGTREKKINGS RAKENDE DIE PROGRAM SE OPBRENGS OP BELEGGING (OOB/ROI)

Die meting van die Selfbestuursprogram se oorhoofse opbrengs op belegging (OOB/ROI) het al nege modules gedek. Dit het derhalwe die koste van die twee ondersteunende modules (dus Module 2: Beplanning van Doelwitte en Module 3: Selfkennis) ingesluit, asook die koste en voordele van die program se vier ander modules wat deur 'n tweede navorser gedek is.

Uit die Selfbestuursprogram se oorhoofse OOB/ROI, asook huidige netto-waarde ("net present value/NPV"), die periode van terugbetaling, die interne opbrengkoers ("internal rate of return/IRR"), koste per rekruut en kontantvloeistaat ("cash flow statement"), is dit duidelik dat die intervensie 'n uitstekende belegging deur die Suid-Afrikaanse Polisie verteenwoordig. Dit impliseer onder andere 'n opbrengkoers van 2 208% teen 'n belegging van slegs R 243 per rekruut vir die weeklange program. Die SAPD sal hierdie belegging basies binne 12 werksdae verhaal en na drie jaar 'n akkumulatiewe surplus van R25,747,353 daarop toon. Die netto-waarde van die program staan aan die einde van 2005 op R7,672,150 en sal teen 2007 aangroei tot R9,623,114. Hierdie finansiële voordele impliseer dat die Selfbestuursprogram as 'n bemagtigingsinstrument sowel as 'n finansiële bate gesien moet word.

6. BEVINDINGE

Aan die hand van die voorafgaande, asook die ondersoek as geheel, kan daar tot veral die volgende twee oorhoofse bevindinge gekom word:

- Die oorhoofse doel en die doelwitte van die navorsing is deur die ondersoek bereik deurdat die *effek van die besluitnemings- en lewensdoelkomponente van die Selfbestuursprogram op student-konstabels van die SAPD se kennis, houdings en gedrag* wel suksesvol gemeet kon word.
- Tweedens is die hipoteses as korrek bewys. Die *besluitnemings- en lewensdoelkomponente van die Selfbestuursprogram het dus 'n prakties betekenisvolle kort- en langtermyninvloed op SAPD-rekrute se kennis, houdings en gedrag* en lewer 'n *positiewe opbrengs op die belegging* wat die SAPD daarin maak.

7. RIGLYNE EN AANBEVELINGS

Daar kan aan die hand van die ondersoek en die resultate wat behaal is tot vier kategorieë van oorhoofse riglyne en aanbevelings gekom word. Dit raak onderskeidelik die verbetering van die program, die verdere toerusting van die programaanbieders en die verbetering van die programaanbiedingskonteks.

7.1 RIGLYNE EN AANBEVELINGS RAKENDE DIE VERBETERING VAN DIE MODULES

Tydens die ondersoek het die volgende behoeftes op die voorgrond getree:

- Behalwe die MIV/VIGS-bewusmakingsmodule, kan die modules se kerninhoud en basiese aanbiedingstrategie dieselfde bly. Die toepassing daarvan kan egter jaarliks aangepas word tesame met die jaarlikse hersiening en aanpassing van die totale Basiese Opleidingsprogram. Aangesien MIV/VIGS so 'n dinamies-groeiende kennisterrein is, behoort die inligting en statistieke van die betrokke module op 'n sesmaandelikse basis hersien en aangepas te word.
- Die voorbeelde en oefeninge wat in die programme ingesluit is, moet nog meer SAPD-spesifiek wees. Veral die werksomstandighede van 'n rekruut in opleiding moet hierin as grondslag gebruik word.
- Die programme behoort meer aktiwiteite wat op eksperiënsiële leer geskoei is, in te sluit.

Benewens die inhoud van die programme behoort daar ook stappe gedoen te word om die aanbieding daarvan te verbeter. Dit behoort die volgende in te sluit:

- Die programme moet meer oudiovisueel van aard wees. Daar kan, byvoorbeeld, meer van video's, dataprojektoraanbiedings of kleurtransparante, flitskaarte, relevante prente en praktiese voorbeelde van aktiwiteite gebruik gemaak word.
- Die voorbeelde van ysbrekers en aktiwiteite wat die aanbiedings vergesel, kan meer uitgebrei en prakties-toepaslik gemaak word. Daar kan 'n aparte gids vir sodanige aktiwiteite opgestel word.
- Die meetinstrumente wat deur middel van die onderhawige ondersoek ontwikkel is, moet voortaan op 'n deurlopende grondslag gebruik word. Dit sal nie net die aanbieders in staat stel om die effek van hul eie aanbiedings te bepaal en met die nuut geformuleerde standaarde te vergelyk nie, maar kan ook as 'n kwaliteitsversekeringsmeganisme dien. In laasgenoemde verband kan dit byvoorbeeld 'n deel van diensleweringstatistiek uitmaak.

7.2 RIGLYNE EN AANBEVELINGS OM AANBIEDERS BETER TOE TE RUS

Aangesien die aanbieder so 'n kardinale rol in die sukses van programme speel, is dit noodsaaklik dat die betrokke maatskaplike werkers voldoende opleiding sal ontvang. Die volgende aanbevelings kan in hierdie verband gemaak word:

- Die standaard van alle maatskaplike werkers se opleiding- en fasiliteringsvaardighede moet gereeld geëvalueer word ten einde te verseker dat 'n hoë standaard van aanbieding gehandhaaf word.
- Maatskaplike werkers moet op 'n deurlopende basis opleiding in aanbieding en eksperiënsiële leer ontvang.
- Daar behoort 'n omvattende opleidingsprogram geskryf en geïmplementeer te word wat maatskaplike werkers sal toerus met die nodige kennis en vaardighede om die kapasiteitsboumodules effektief aan te bied.
- Indien die oudiovisuele aanbieding tot "slideshows" uitgebrei word, behoort elke aanbieder van 'n skootrekenaar en data-projekter voorsien te word. Daar moet ook toegesien word dat elke maatskaplike werker volledig toegerus is om sodanige programme en apparaat effektief te benut.

8. SLOTSOM

Die aard en resultate van die onderhawige ondersoek kan in sekere opsigte as baanbrekerswerk beskou word. Daar is, in teenstelling met die meeste ander soortgelyke maatskaplikewerk-ondersoeke, van 'n eksperimentele navorsingsontwerp gebruik gemaak om die effek van die modules te meet. Hierbenewens is daar vir die eerste keer op groot skaal in Polisie Maatskaplikewerkdienste se geskiedenis van 'n opbrengs-op-belegging-studie gebruik gemaak om die direkte finansiële waarde van hul intervensies te meet. So-iets is, aldus De Vos (2002:386), baie skaars in Suid-Afrika. Die belangrikste uitvloeisel van die ondersoek is egter dat daar bewys is dat die Selfbestuursprogram beide 'n effektiewe en 'n koste-doeltreffende bemagtigingsinstrument is. Dit kan dus met vertroue bly benut word om die rekrute van die Suid-Afrikaanse Polisiediens toe te rus met die kennis, houdings en gedrag wat hulle gaan benodig om 'n professionele diens aan al die inwoners van Suid-Afrika te lewer.

AFDELING 4

ADDENDUMS

ADDENDUM 1:
BASISSTATISTIEK VAN MODULE 1: FINANSIËLE BESTUUR

LYS VAN TABELLE IN ADDENDUM

Skaal 1: Objektiewe kennis van finansiële bestuur

- **Tabelle 1.1 – 1.5: T-toetse van Skaal 1 (Individuele vrae)**

Skaal 2: Subjektiewe kennis van finansiële bestuur

- **Tabel 1.6: T-toetse op Skaal 2**

Skaal 3: Houding ten opsigte van finansiële bestuur

- **Tabel 1.7: T-toetse op Skaal 3**

Skaal 4: Finansiëlebestuursverwante gedrag

- **Tabel 1.8: T-toetse op Skaal 4**

Skaal 5: Waarde van Module 1: Finansiële Bestuur

- **Tabel 1.9: Waarde van die Finansiëlebestuursmodule (Skaal 5)**

Skaal 6: Sinvolheid van Module 1: Finansiële bestuur

- **Tabel 1.10: Die sinvolheid van die Finansiëlebestuursmodule (Skaal 6)**

SKAAL 1: DIE VERANDERING VAN OBJEKTIEWE KENNIS (INDIVIDUELE VRAE)

TABEL 1.1: T-TOETSE VAN SKAAL 1, VRAAG A: "PEOPLE WHOSE DEBT EXCEEDS THEIR ABILITY TO PAY CAN BE PACED UNDER DEBT ADMINISTRATION"

TOETSE	n	VERSKIL VAN GEMIDDELDES	MAKSIMUM STANDAARDAF-WYKING	p-WAARDE	d-WAARDE
T-toetse op voortoetse	532	-0.087	0.864	0.332	0.101
Gepaarde t-toetse binne groepe (eksperimentele groep)	413	0.211	1.062	<0001	0.199
Gepaarde t-toetse binne groepe (kontrole groep)	118	-0.195	0.731	0.005	0.267

TABEL 1.2: T-TOETSE VAN SKAAL 1, VRAAG B: "PEOPLE WHO ARE PLACED UNDER DEBT ADMINISTRATION MAY STILL BUT ITEMS ON CREDIT"

TOETSE	n	VERSKIL VAN GEMIDDELDES	MAKSIMUM STANDAARDAF-WYKING	p-WAARDE	d-WAARDE
T-toetse op voortoetse	534	-0.226	1.278	0.09	0.177
Gepaarde t-toetse binne groepe (eksperimentele groep)	416	0.305	1.448	<0001	0.211
Gepaarde t-toetse binne groepe (kontrole groep)	118	-0.153	1.099	0.134	0.139

TABEL 1.3: T-TOETSE VAN SKAAL 1, VRAAG C: "IF A PERSON IS BLACKLISTED FOR BAD DEBT, THAT BLACKLISTING WILL LAST FOR ONE YEAR"

TOETSE	n	VERSKIL VAN GEMIDDELDES	MAKSIMUM STANDAARDAF-WYKING	p-WAARDE	d-WAARDE
T-toetse op voortoetse	534	-0.051	1.201	0.685	0.19
Gepaarde t-toetse binne groepe (eksperimentele groep)	414	0.384	1.281	0.002	0.3
Gepaarde t-toetse binne groepe (kontrole groep)	118	-0.178	0.958	0.046	0.186

TABEL 1.4: T-TOETSE VAN SKAAL 1, VRAAG D: "MONEY FOR YOUR CAR'S MAINTENANCE IS A FIXED EXPENSE"

TOETSE	n	VERSKIL VAN GEMIDDELDES	MAKSIMUM STANDAARDAF-WYKING	p-WAARDE	d-WAARDE
T-toetse op voortoetse	531	0.237	1.533	0.141	0.155
Gepaarde t-toetse binne groepe (eksperimentele groep)	415	-0.308	2.011	<0001	0.153
Gepaarde t-toetse binne groepe (kontrole groep)	116	-0.034	1.142	0.746	0.030

TABEL 1.5: T-TOETSE VAN SKAAL 1, VRAAG E: "BUYING A LOTTO TICKET IS A VARIABLE EXPENSE"

TOETSE	n	VERSKIL VAN GEMIDDELDES	MAKSIMUM STANDAARDAF-WYKING	p-WAARDE	d-WAARDE
T-toetse op voortoetse	531	-0.28	1.471	0.069	0.19
Gepaarde t-toetse binne groepe (eksperimentele groep)	413	0.545	1.952	<0001	0.28
Gepaarde t-toetse binne groepe (kontrole groep)	116	-0.095	1.292	0.431	0.074

SKAAL 2: DIE VERANDERING VAN SUBJEKTIEWE KENNIS

TABEL 1.6: T-TOETSE VAN SKAAL 2: SUBJEKTIEWE KENNIS RAKENDE FINANSIËLE BESTUUR

TOETSE	n	VERSKIL VAN GEMIDDELDES	MAKSIMUM STANDAARDAF-WYKING	p-WAARDE	d-WAARDE
T-toetse op voortoetse	535	-0.051	0.659	0.43	0.08
Gepaarde t-toetse binne groepe (eksperimentele groep)	416	0.985	0.617	<0001	1.6
Gepaarde t-toetse binne groepe (kontrole groep)	118	-0.121	0.424	0.0024	0.29

SKAAL 3: DIE VERANDERING VAN HOUDINGS

TABEL 1.7: T-TOETSE VAN SKAAL 3: HOUDING TEN OPSIGTE VAN FINANSIËLE BESTUUR

TOETSE	n	VERSKIL VAN GEMIDDELDES	MAKSIMUM STANDAARDAF-WYKING	p-WAARDE	d-WAARDE
T-toetse op voortoetse	535	-0.039	0.289	0.184	0.14
Gepaarde t-toetse binne groepe (eksperimentele groep)	416	0.229	0.296	<0001	0.77
Gepaarde t-toetse binne groepe (kontrole groep)	118	-0.018	0.198	0.337	0.09

SKAAL 4: DIE VERANDERING VAN GEDRAG

TABEL 1.8: T-TOETSE VAN SKAAL 4: FINANSIËLEBESTUURSVERWANTE GEDRAG

TOETSE	n	VERSKIL VAN GEMIDDELDES	MAKSIMUM STANDAARDAF-WYKING	p-WAARDE	d-WAARDE
T-toetse op voortoetse	524	-0.028	0.476	0.567	0.06
Gepaarde t-toetse binne groepe (eksperimentele groep)	411	0.786	0.506	<0001	1.55
Gepaarde t-toetse binne groepe (kontrole groep)	106	-0.011	0.252	0.662	0.04

SKAAL 5: DIE WAARDE VAN MODULE 1: FINANSIËLE BESTUUR

TABEL 1.9: DIE WAARDE VAN DIE FINANSIËLE BESTUURSMODULE (SKAAL 5)

VRAE	n	KEUSES EN RESPONSE				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: "Attitudes towards money"	411	13 (3.16%)	40 (9.73%)	108 (26.28%)	250 (60.83%)	
2. How would you rate the value of the section: "How to have money in your pocket the day before payday" {It included expenses and budgets}	409	16 (3.91%)	37 (9.05%)	122 (29.83%)	234 (57.21%)	
3. How would you rate the value of the section: "Financial difficulties" {It included debt management and debt elimination}	410	34 (8.29%)	50 (12.2%)	144 (35.12%)	182 (44.39%)	
4. How would you rate the value of the section: "Future financial freedom" {It included wills, policies, investments and savings}	412	12 (2.91%)	21 (5.1%)	103 (25%)	276 (66.99%)	
5. How would you rate the value of the section: "Financial fundamentals" {It included the true cost of debt and developing a success mindset}	412	11 (2.67%)	29 (7.04%)	145 (35.19%)	227 (55.1%)	
6. How would you rate the value of the section: "Practical Guidelines"	411	10 (2.43%)	26 (6.33%)	156 (37.96%)	219 (53.28%)	
7. How would you rate the overall value of the Be Money Wise Module?	412	2 (0.49%)	13 (3.16%)	65 (15.78%)	332 (80.58%)	
Gemiddeld	411	14 (3.41%)	30.86 (7.51%)	120.43 (29.3%)	245.71 (59.78%)	0.77

[a] *Betroubare skaal: α = 0.5+.*

SKAAL 6: DIE SINVOLHEID VAN MODULE 1: FINANSIËLE BESTUUR

TABEL 1.10: DIE SINVOLHEID VAN DIE FINANSIËLE BESTUURSMODULE (SKAAL 6)

VRAE	n	KEUSES EN RESPONSE				α
		1. I strongly disagree	*2. I disagree*	*3. I agree*	*4. I strongly agree*	
1. The module will have a positive impact on my **job performance**	401	2 (0.5%)	6 (1.5%)	102 (25.44%)	291 (60.83%)	
2. I will be able to apply the new knowledge **in my job**	400	1 (0.25%)	3 (0.75%)	131 (32.75%)	265 (66.25%)	
3. I will be able to apply the new skills **in my job**	397	0 (0%)	4 (1.01%)	140 (35.26%)	253 (63.73%)	
4. The module will have a positive impact on my ability to **cope** with the challenges of life	400	0 (0%)	5 (1.25%)	129 (32.25%)	266 (66.5%)	
5. I will be able to apply the new knowledge **in my daily life**	400	1 (0.25%)	3 (0.75%)	143 (35.75%)	253 (63.25%)	
6. I will be able to apply the new skills **in my daily life**	400	0 (0%)	2 (0.5%)	152 (38%)	246 (61.5%)	
7. The module will increase my **job satisfaction**	399	1 (0.25%)	9 (2.26%)	169 (42.36%)	220 (55.14%)	
8. The module will increase my **productivity**	400	1 (0.25%)	3 (0.75%)	131 (32.75%)	265 (66.25%)	
9. The module will improve my ability to function in **work related teams** (e.g. platoons, teams, units)	401	2 (0.5%)	6 (1.5%)	172 (42.89%)	221 (55.11%)	
10. The module will improve my ability to render a **good service** to SAPS customers	401	1 (0.25%)	8 (2%)	118 (29.43%)	274 (68.33%)	
11. **All other SAPS personnel** should **receive** this module	400	2 (0.5%)	3 (0.75%)	93 (23.25%)	302 (75.5%)	
12. If all things are taken into account, this module was **relevant for my job and personal life**	401	2 (0.5%)	4 (1%)	91 (22.69%)	304 (75.81%)	
Gemiddeld	400	1 (0.25%)	4.92 (1.23%)	133.5 (33.38%)	260.58 (65.15%)	0.91

[a] *Betroubare skaal: α = 0.5+.*

ADDENDUM 2: BASISSTATISTIEK VAN MODULE 2: BEPLANNING VAN DOELWITTE

LYS VAN TABELLE IN ADDENDUM

Skaal 1: Objektiewe kennis van doelwitbeplanning

- **Tabel 2.1: T-toetse van Skaal 1**

Skaal 2: Subjektiewe kennis van doelwitbeplanning

- **Tabel 2.2: T-toetse van Skaal 2**

Skaal 3: Houding ten opsigte van doelwitbeplanning

- **Tabel 2.3: T-toetse van Skaal 3**

Skaal 4: Doelwitbeplanningsverwante gedrag

- **Tabel 2.4: T-toetse van Skaal 4**

Skaal 5: Waarde van Module 2: Beplanning van Doelwitte

- **Tabel 2.5: Waarde van die Doelwitbeplaningsmodule (Skaal 5)**

Skaal 6: Sinvolheid van Module 2: Beplanning van Doelwitte

- **Tabel 2.6: Die sinvolheid van die Doelwitbeplanningsmodule (Skaal 6)**

SKAAL 1: DIE VERANDERING VAN OBJEKTIEWE KENNIS

TABEL 2.1: T-TOETSE VAN SKAAL 1: OBJEKTIEWE KENNIS RAKENDE DOELWITBEPLANNING

TOETSE	n	VERSKIL VAN GEMIDDELDES	MAKSIMUM STANDAARDAF-WYKING	p-WAARDE	d-WAARDE
T-toetse op voortoetse	496	-0.188	0.552	0.001	0.34
Gepaarde t-toetse binne groepe (eksperimentele groep)	379	0.193	0.506	<0001	0.38
Gepaarde t-toetse binne groepe (kontrole groep)	117	-0.052	0.423	0.188	0.12

SKAAL 2: DIE VERANDERING VAN SUBJEKTIEWE KENNIS

TABEL 2.2: T-TOETSE VAN SKAAL 2: SUBJEKTIEWE KENNIS RAKENDE DOELWITBEPLANNING

TOETSE	n	VERSKIL VAN GEMIDDELDES	MAKSIMUM STANDAARDAF-WYKING	p-WAARDE	d-WAARDE
T-toetse op voortoetse	496	-0.232	0.656	0.001	0.35
Gepaarde t-toetse binne groepe (eksperimentele groep)	379	0.812	0.623	<0001	1.3
Gepaarde t-toetse binne groepe (kontrole groep)	116	-0.031	0.409	0.422	0.08

SKAAL 3: DIE VERANDERING VAN HOUDINGS

TABEL 2.3: T-TOETSE VAN SKAAL 3: HOUDING TEN OPSIGTE VAN DOELWITBEPLANNING

TOETSE	n	VERSKIL VAN GEMIDDELDES	MAKSIMUM STANDAARDAF-WYKING	p-WAARDE	d-WAARDE
T-toetse op voortoetse	496	0.084	0.285	0.006	0.29
Gepaarde t-toetse binne groepe (eksperimentele groep)	379	0.401	0.347	<0001	1.16
Gepaarde t-toetse binne groepe (kontrole groep)	117	0.007	0.249	0.774	0.03

SKAAL 4: DIE VERANDERING VAN GEDRAG

TABEL 2.4: T-TOETSE VAN SKAAL 4: DOELWITBEPLANNINGSVERWANTE GEDRAG

TOETSE	n	VERSKIL VAN GEMIDDELDES	MAKSIMUM STANDAARDAF-WYKING	p-WAARDE	d-WAARDE
T-toetse op voortoetse	495	-0.086	0.576	0.153	0.15
Gepaarde t-toetse binne groepe (eksperimentele groep)	378	0.6	0.569	<0001	1.05
Gepaarde t-toetse binne groepe (kontrole groep)	117	-0.03	0.428	0.45	0.07

SKAAL 5: DIE WAARDE VAN MODULE 2: BEPLANNING VAN DOELWITTE

TABEL 2.5: DIE WAARDE VAN DIE DOELWITBEPLANNINGSMODULE (SKAAL 5)

VRAE	n	KEUSES EN RESPONSE				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: **"Planning life goals"** {It included the questionnaire}	368	2 (0.54%)	7 (1.9%)	98 (26.63%)	261 (70.92%)	
2. How would you rate the value of the section: **"Guidelines for goal formulation"** {It included the different types of goals}	368	1 (0.27%)	16 (4.35%)	111 (30.16%)	240 (65.22%)	
3. How would you rate the value of the section: **"The basic principles for setting goals"** {It included the practical guidelines}	368	2 (0.54%)	10 (2.72%)	123 (33.42%)	233 (63.32%)	
4. **How would you rate the overall value of the Planning of Goals module?**	368	2 (0.54%)	13 (3.53%)	104 (28.26%)	249 (67.66%)	
Gemiddeld	368	1.75 (0.48%)	11.5 (3.13%)	109 (29.62%)	245.75 (66.78%)	0.77

[a] Betroubare skaal: α = 0.5+.

SKAAL 6: DIE SINVOLHEID VAN MODULE 2: BEPLANNING VAN DOELWITTE

TABEL 2.6: DIE SINVOLHEID VAN DIE DOELWITBEPLANNINGSMODULE (SKAAL 6)

VRAE	n	KEUSES EN RESPONSE				α
		1. I strongly disagree	*2. I disagree*	*3. I agree*	*4. I strongly agree*	
1. The module will have a positive impact on my **job performance**	367	1 (0.27%)	11 (3%)	96 (26.16%)	259 (70.57%)	
2. I will be able to apply the new knowledge **in my job**	367	0 (0%)	1 (0.27%)	108 (29.43%)	258 (70.30%)	
3. I will be able to apply the new skills **in my job**	368	0 (0%)	3 (0.82%)	103 (27.99%)	262 (71.2%)	
4. The module will have a positive impact on my ability to **cope** with the challenges of life	368	2 (0.54%)	4 (1.09%)	111 (30.16%)	251 (68.21%)	
5. I will be able to apply the new knowledge **in my daily life**	368	1 (0.27%)	3 (0.82%)	115 (31.25%)	249 (67.66%)	
6. I will be able to apply the new skills **in my daily life**	367	1 (0.27%)	2 (0.54%)	117 (31.88%)	247 (67.3%)	
7. The module will increase my **job satisfaction**	368	2 (0.54%)	4 (1.09%)	103 (27.99%)	259 (70.38%)	
8. The module will increase my **productivity**	360	1 (0.28%)	3 (0.83%)	134 (37.22%)	222 (61.67%)	
9. The module will improve my ability to function in **work related teams** (e.g. platoons, teams, units)	361	1 (0.28%)	1 (0.28%)	117 (32.41%)	242 (67.04%)	
10. The module will improve my ability to render a **good service** to SAPS customers	361	0 (0%)	2 (0.55%)	76 (21.05%)	283 (78.39%)	
11. **All other SAPS personnel** should **receive** this module	361	0 (0%)	3 (0.83%)	81 (22.44%)	277 (76.73%)	
12. If all things are taken into account, this module was **relevant for my job and personal life**	361	0 (0%)	3 (0.83%)	88 (24.38%)	270 (74.79%)	
Gemiddeld	401.75	1.17 (0.29%)	3.5 (0.87%)	102.75 (25.58%)	294.3 (73.26%)	0.95

[a] Betroubare skaal: α = 0.5+.

ADDENDUM 3:
BASISSTATISTIEK VAN MODULE 3: SELFKENNIS

LYS VAN TABELLE IN ADDENDUM

Skaal 1: Objektiewe kennis van selfkennis

- Tabel 3.1 - 3: T-toetse van Skaal 1 (Individuele vrae)

Skaal 2: Subjektiewe kennis van selfkennis

- Tabel 3.4: T-toetse op Skaal 2

Skaal 3: Houding ten opsigte van selfkennis

- Tabel 3.5: T-toetse op Skaal 3

Skaal 4: Selfkennisverwante gedrag

- Tabel 3.6: T-toetse op Skaal 4

Skaal 5: Waarde van Module 3: Selfkennis

- Tabel 3.7: Waarde van die Selfkennissmodule (Skaal 5)

Skaal 6: Sinvolheid van Module 3: Selfkennis

- Tabel 3.8: Die sinvolheid van die Selfkennissmodule (Skaal 6)

SKAAL 1: DIE VERANDERING VAN OBJEKTIEWE KENNIS (INDIVIDUELE VRAE)

TABEL 3.1: T-TOETSE VAN SKAAL 1, VRAAG A: "THE TERMS 'SELF-CONCEPT' AND 'SELF-IMAGE' REFER TO THE SAME THING"

TOETSE	n	VERSKIL VAN GEMIDDELDES	MAKSIMUM STANDAARDAF-WYKING	p-WAARDE	d-WAARDE
T-toetse op voortoetse	509	-0.015	1.307	0.903	0.01
Gepaarde t-toetse binne groepe (eksperimentele groep)	401	0.621	1.634	<0001	0.38
Gepaarde t-toetse binne groepe (kontrole groep)	106	-0.028	0.81	0.72	0.03

TABEL 3.2: T-TOETSE VAN SKAAL 1, VRAAG B: "THE JOHARI WINDOW CONSISTS OF FOUR DIFFERENT AREAS"

TOETSE	n	VERSKIL VAN GEMIDDELDES	MAKSIMUM STANDAARDAF-WYKING	p-WAARDE	d-WAARDE
T-toetse op voortoetse	507	-0.461	0.889	<0001	0.52
Gepaarde t-toetse binne groepe (eksperimentele groep)	399	1.116	1.108	<0001	1.01
Gepaarde t-toetse binne groepe (kontrole groep)	106	0.047	0.667	0.468	0.07

TABEL 3.3: T-TOETSE VAN SKAAL 1, VRAAG C: "A PERSON WHO IS DOMINEERING, USUALLY HAS A POOR SELF-IMAGE"

TOETSE	n	VERSKIL VAN GEMIDDELDES	MAKSIMUM STANDAARDAF-WYKING	p-WAARDE	d-WAARDE
T-toetse op voortoetse	509	-0.099	1.259	0.413	0.08
Gepaarde t-toetse binne groepe (eksperimentele groep)	399	0.346	1.681	<0001	0.21
Gepaarde t-toetse binne groepe (kontrole groep)	106	-0.094	0.9	0.283	0.1

SKAAL 2: DIE VERANDERING VAN SUBJEKTIEWE KENNIS

TABEL 3.4: T-TOETSE VAN SKAAL 2: SUBJEKTIEWE KENNIS RAKENDE SELFKENNIS

TOETSE	n	VERSKIL VAN GEMIDDELDES	MAKSIMUM STANDAARDAF-WYKING	p-WAARDE	d-WAARDE
T-toetse op voortoetse	513	-0.171	0.673	0.019	0.25
Gepaarde t-toetse binne groepe (eksperimentele groep)	406	0.844	0.708	<0001	1.19
Gepaarde t-toetse binne groepe (kontrole groep)	107	-0.118	0.378	0.002	0.31

SKAAL 3: DIE VERANDERING VAN HOUDINGS

TABEL 3.5: T-TOETSE VAN SKAAL 3: HOUDING TEN OPSIGTE VAN SELFKENNIS

TOETSE	n	VERSKIL VAN GEMIDDELDES	MAKSIMUM STANDAARDAF-WYKING	p-WAARDE	d-WAARDE
T-toetse op voortoetse	513	-0.084	0.339	0.016	0.25
Gepaarde t-toetse binne groepe (eksperimentele groep)	406	0.155	0.372	<0001	0.42
Gepaarde t-toetse binne groepe (kontrole groep)	107	-0.038	0.194	0.045	0.2

SKAAL 4: DIE VERANDERING VAN GEDRAG

TABEL 3.6: T-TOETSE VAN SKAAL 4: SELFKENNISVERWANTE GEDRAG

TOETSE	n	VERSKIL VAN GEMIDDELDES	MAKSIMUM STANDAARDAF-WYKING	p-WAARDE	d-WAARDE
T-toetse op voortoetse	513	-0.077	0.592	0.212	0.13
Gepaarde t-toetse binne groepe (eksperimentele groep)	406	0.682	0.571	<0001	1.19
Gepaarde t-toetse binne groepe (kontrole groep)	107	-0.028	0.321	0.37	0.09

SKAAL 5: DIE WAARDE VAN MODULE 3: SELFKENNIS

TABEL 3.7: DIE WAARDE VAN DIE SELFKENNISSMODULE (SKAAL 5)

VRAE	n	KEUSES EN RESPONSE				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: **"Aspects of self-knowledge"** {It included aspects such as the physical, intellection self, etc}.	405	6 (1.48%)	7 (1.73%)	128 (31.6%)	264 (65.19%)	
2. How would you rate the value of the section: **"Learning about ourselves"** {It included the Johari Window}	406	1 (0.25%)	14 (3.45%)	91 (22.41%)	300 (73.89%)	
3. How would you rate the value of the section: **"The importance of a person's self-concept"** {It included the development and characteristics of self-image}	406	1 (0.25%)	8 (1.97%)	109 (26.85%)	288 (70.94%)	
4. **How would you rate the overall value of the Self Knowledge module?**	406	2 (0.49%)	9 (2.22%)	115 (28.33%)	280 (68.97%)	
Gemiddeld	405.75	2.5 (0.62%)	9.5 (2.34%)	110.75 (27.3%)	283 (69.75%)	0.9

** Betroubare skaal: α = 0.5+.*

SKAAL 6: DIE SINVOLHEID VAN MODULE 3: SELFKENNIS

TABEL 3.8: DIE SINVOLHEID VAN DIE SELFKENNISSMODULE (SKAAL 6)

VRAE	n	KEUSES EN RESPONSE				αa
		1. I strongly disagree	*2. I disagree*	*3. I agree*	*4. I strongly agree*	
1. The module will have a positive impact on my **job performance**	406	3 (0.74%)	9 (2.22%)	112 (27.59%)	282 (69.46%)	
2. I will be able to apply the new knowledge **in my job**	403	1 (0.25%)	2 (0.5%)	112 (27.79%)	288 (71.46%)	
3. I will be able to apply the new skills **in my job**	404	1 (0.25%)	4 (0.99%)	110 (27.23%)	289 (71.53%)	
4. The module will have a positive impact on my ability to **cope** with the challenges of life	406	1 (0.25%)	9 (2.22%)	116 (28.57%)	280 (68.97)	
5. I will be able to apply the new knowledge **in my daily life**	406	1 (0.25%)	0 (0%)	117 (28.82%)	288 (70.94%)	
6. I will be able to apply the new skills **in my daily life**	406	1 (0.25%)	3 (0.74%)	117 (28.82%)	285 (70.2%)	
7. The module will increase my **job satisfaction**	406	1 (0.25%)	3 (0.74%)	137 (33.74%)	265 (65.27%)	
8. The module will increase my **productivity**	404	0 (0%)	6 (1.49%)	140 (34.65%)	258 (63.86%)	
9. The module will improve my ability to function in **work related teams** (e.g. platoons, teams, units)	406	0 (0%)	3 (0.74%)	108 (26.6%)	295 (72.66%)	
10. The module will improve my ability to render a **good service** to SAPS customers	405	0 (0%)	1 (0.25%)	93 (22.96%)	311 (76.79%)	
11. **All other SAPS personnel** should **receive** this module	405	0 (0%)	4 (0.99%)	73 (18.02%)	328 (80.99%)	
12. If all things are taken into account, this module was **relevant for my job and personal life**	405	1 (0.25%)	11 (2.72%)	93 (22.96%)	300 (74.07%)	
Gemiddeld	405.17	0.83 (0.2%)	4.58 (1.13%)	110.67 (27.31%)	289.08 (71.35%)	0.95

[a] *Betroubare skaal: α = 0.5+.*

ADDENDUM 4:
BASISSTATISTIEK VAN MODULE 6: PROBLEEMOPLOSSING

LYS VAN TABELLE IN ADDENDUM

Skaal 1: Objektiewe kennis van probleemoplossing

- **Tabel 4.1: T-toetse van Skaal 1**

Skaal 2: Subjektiewe kennis van probleemoplossing

- **Tabel 4.2: T-toetse van Skaal 2**

Skaal 3: Houding ten opsigte van probleemoplossing

- **Tabel 4.3: T-toetse van Skaal 3**

Skaal 4: Probleemoplossingsverwante gedrag

- **Tabel 4.4: T-toetse van Skaal 4**

Skaal 5: Waarde van Module 6: Probleemoplossing

- **Tabel 4.5: Waarde van die Probleemoplossingsmodule (Skaal 5)**

Skaal 6: Sinvolheid van Module 6: Probleemoplossing

- **Tabel 4.6: Die sinvolheid van die Probleemoplossingsmodule (Skaal 6)**

SKAAL 1: DIE VERANDERING VAN OBJEKTIEWE KENNIS

TABEL 4.1: T-TOETSE VAN SKAAL 1: OBJEKTIEWE KENNIS RAKENDE PROBLEEMOPLOSSING

TOETSE	n	VERSKIL VAN GEMIDDELDES	MAKSIMUM STANDAARDAF-WYKING	p-WAARDE	d-WAARDE
T-toetse op voortoetse	511	-0.221	0.592	0.134	0.37
Gepaarde t-toetse binne groepe (eksperimentele groep)	403	0.261	0.597	<0001	0.44
Gepaarde t-toetse binne groepe (kontrole groep)	107	0.016	0.392	0.682	0.04

SKAAL 2: DIE VERANDERING VAN SUBJEKTIEWE KENNIS

TABEL 4.2: T-TOETSE VAN SKAAL 2: SUBJEKTIEWE KENNIS RAKENDE PROBLEEMOPLOSSING

TOETSE	n	VERSKIL VAN GEMIDDELDES	MAKSIMUM STANDAARDAF-WYKING	p-WAARDE	d-WAARDE
T-toetse op voortoetse	513	-0.154	0.73	0.03	0.21
Gepaarde t-toetse binne groepe (eksperimentele groep)	405	0.884	0.736	<0001	1.2
Gepaarde t-toetse binne groepe (kontrole groep)	107	-0.071	0.324	0.025	0.22

SKAAL 3: DIE VERANDERING VAN HOUDINGS

TABEL 4.3: T-TOETSE VAN SKAAL 3: HOUDING TEN OPSIGTE VAN PROBLEEMOPLOSSING

TOETSE	n	VERSKIL VAN GEMIDDELDES	MAKSIMUM STANDAARDAF-WYKING	p-WAARDE	d-WAARDE
T-toetse op voortoetse	512	-0.12	0.444	0.004	0.27
Gepaarde t-toetse binne groepe (eksperimentele groep)	405	0.236	0.554	<0001	0.43
Gepaarde t-toetse binne groepe (kontrole groep)	107	0.018	0.207	0.374	0.09

SKAAL 4: DIE VERANDERING VAN GEDRAG

TABEL 4.4: T-TOETSE VAN SKAAL 4: PROBLEEMOPLOSSINGSVERWANTE GEDRAG

TOETSE	n	VERSKIL VAN GEMIDDELDES	MAKSIMUM STANDAARDAF-WYKING	p-WAARDE	d-WAARDE
T-toetse op voortoetse	512	-0.121	0.533	0.037	0.23
Gepaarde t-toetse binne groepe (eksperimentele groep)	405	0.515	0.577	<0001	0.89
Gepaarde t-toetse binne groepe (kontrole groep)	107	0.032	0.295	0.269	0.11

SKAAL 5: DIE WAARDE VAN MODULE 6: PROBLEEMOPLOSSING

TABEL 4.5: DIE WAARDE VAN DIE PROBLEEMOPLOSSINGSMODULE (SKAAL 5)

VRAE	n	KEUSES EN RESPONSE				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: **"What is a decision?"**	402	0 (0.00%)	6 (1.49%)	98 (24.38%)	298 (74.13%)	
2. How would you rate the value of the section: **"Why is it difficult to make decisions"**	402	6 1.49%)	15 (3.73%)	130 (32.34%)	251 (62.44%)	
3. How would you rate the value of the section: **"The problem solving strategy"** {It included the six steps}	401	2 (0.5%)	8 (2%)	113 (28.18%)	278 (69.33%)	
4. **How would you rate the overall value of the Problem Solving module?**	402	1 (0.25%)	13 (3.23%)	101 (25.12%)	287 (71.39%)	
Gemiddeld	401.75	2.25 (0.56%)	10.5 (2.61%)	110.5 (27.5%)	278.5 (69.32%)	0.82

[a] *Betroubare skaal: α = 0.5+.*

SKAAL 6: DIE SINVOLHEID VAN MODULE 6: PROBLEEMOPLOSSING

TABEL 4.6: DIE SINVOLHEID VAN DIE PROBLEEMOPLOSSINGSMODULE (SKAAL 6)

VRAE	n	KEUSES EN RESPONSE				α
		1. I strongly disagree	*2. I disagree*	*3. I agree*	*4. I strongly agree*	
1. The module will have a positive impact on my **job performance**	403	1 (0.25%)	3 (0.74%)	106 (26.3%)	293 (72.7%)	
2. I will be able to apply the new knowledge **in my job**	402	2 (0.5%)	1 (0.25%)	105 (26.12%)	294 (73.13%)	
3. I will be able to apply the new skills **in my job**	399	2 (0.5%)	3 (0.75%)	101 (25.31%)	293 (73.43%)	
4. The module will have a positive impact on my ability to **cope** with the challenges of life	402	1 (0.25%)	4 (1%)	103 (25.62%)	294 (73.13%)	
5. I will be able to apply the new knowledge **in my daily life**	401	1 (0.25%)	2 (0.5%)	101 (25.19%)	297 (74.06%)	
6. I will be able to apply the new skills **in my daily life**	401	1 (0.25%)	0 (0%)	106 (25.43%)	294 (73.32%)	
7. The module will increase my **job satisfaction**	400	1 (0.25%)	8 (2%)	111 (27.75%)	280 (70%)	
8. The module will increase my **productivity**	403	1 (0.25%)	5 (1.24%)	129 (32.01%)	268 (66.5%)	
9. The module will improve my ability to function in **work related teams** (e.g. platoons, teams, units)	403	1 (0.25%)	3 (0.74%)	113 (28.04%)	286 (70.97%)	
10. The module will improve my ability to render a **good service** to SAPS customers	403	0 (0%)	1 (0.25%)	97 (24.07%)	305 (75.68%)	
11. **All other SAPS personnel** should **receive** this module	403	0 (0%)	5 (1.24%)	77 (19.11%)	321 (79.65%)	
12. If all things are taken into account, this module was **relevant for my job and personal life**	401	3 (0.75%)	7 (1.75%)	84 (20.95%)	307 (76.56%)	
Gemiddeld	401.75	1.17 (0.29%)	3.5 (0.87%)	102.75 (25.58%)	294.3 (73.26%)	0.95

[a] *Betroubare skaal: α = 0.5+*

ADDENDUM 5: BASISSTATISTIEK VAN MODULE 9: MIV/VIGS-BEWUSMAKING

LYS VAN TABELLE IN ADDENDUM

Skaal 1: Objektiewe kennis van MIV/VIGS

- **Tabel 5.1: T-toetse op Skaal 1**

Skaal 2: Subjektiewe kennis van MIV/VIGS

- **Tabel 5.2: T-toetse op Skaal 2**

Skaal 3: Houding ten opsigte van MIV/VIGS

- **Tabel 5.3: T-toetse op Skaal 3**

Skaal 4: Gevoelens ten opsigte van MIV/VIGS

- **Tabel 5.4: T-toetse op Skaal 4**

Skaal 5: MIV/VIGS-verwante gedrag

- **Tabel 5.5: T-toetse op Skaal 5**

Skaal 6: Waarde van Module 9: MIV/VIGS-bewusmaking

- **Tabel 5.6: Waarde van die MIV/VIGS-bewusmakingsmodule (Skaal 6)**

Skaal 7: Sinvolheid van Module 9: MIV/VIGS-bewusmaking

- **Tabel 5.7: Die sinvolheid van die MIV/VIGS-bewusmakingsmodule (Skaal 7)**

SKAAL 1: DIE VERANDERING VAN OBJEKTIEWE KENNIS

TABEL 5.1: T-TOETSE VAN SKAAL 1: OBJEKTIEWE KENNIS VAN MIV/VIGS

TOETSE	n	VERSKIL VAN GEMIDDELDES	MAKSIMUM STANDAARDAF-WYKING	p-WAARDE	d-WAARDE
T-toetse op voortoetse	498	0.056	0.633	0.39	0.09
Gepaarde t-toetse binne groepe (eksperimentele groep)	377	0.476	0.734	<0001	0.65
Gepaarde t-toetse binne groepe (kontrole groep)	120	-0.037	0.254	0.112	0.15

SKAAL 2: DIE VERANDERING VAN SUBJEKTIEWE KENNIS

TABEL 5.2: T-TOETSE VAN SKAAL 2: OBJEKTIEWE KENNIS VAN MIV/VIGS

TOETSE	n	VERSKIL VAN GEMIDDELDES	MAKSIMUM STANDAARDAF-WYKING	p-WAARDE	d-WAARDE
T-toetse op voortoetse	500	-0.157	0.673	0.025	0.23
Gepaarde t-toetse binne groepe (eksperimentele groep)	379	0.943	0.66	<0001	1.43
Gepaarde t-toetse binne groepe (kontrole groep)	121	-0.059	0.194	0.001	0.3

SKAAL 3: DIE VERANDERING VAN HOUDINGS

TABEL 5.3: T-TOETSE VAN SKAAL 3: HOUDING TEN OPSIGTE VAN MIV/VIGS

TOETSE	n	VERSKIL VAN GEMIDDELDES	MAKSIMUM STANDAARDAF-WYKING	p-WAARDE	d-WAARDE
T-toetse op voortoetse	500	-0.167	0.43	0.001	0.39
Gepaarde t-toetse binne groepe (eksperimentele groep)	379	0.171	0.398	<0001	0.43
Gepaarde t-toetse binne groepe (kontrole groep)	121	-0.025	0.209	0.193	0.12

SKAAL 4: DIE VERANDERING VAN GEVOELENS

TABEL 5.4: T-TOETSE VAN SKAAL 4: GEVOELENS TEN OPSIGTE VAN MIV/VIGS

TOETSE	n	VERSKIL VAN GEMIDDELDES	MAKSIMUM STANDAARDAF-WYKING	p-WAARDE	d-WAARDE
T-toetse op voortoetse	494	-0.09	0.375	0.022	0.24
Gepaarde t-toetse binne groepe (eksperimentele groep)	373	0.251	0.354	<0001	0.71
Gepaarde t-toetse binne groepe (kontrole groep)	120	-0.012	0.274	0.625	0.04

SKAAL 5: DIE VERANDERING VAN GEDRAG

TABEL 5.5: T-TOETSE VAN SKAAL 5: MIV/VIGS-VERWANTE GEDRAG

TOETSE	n	VERSKIL VAN GEMIDDELDES	MAKSIMUM STANDAARDAF-WYKING	p-WAARDE	d-WAARDE
T-toetse op voortoetse	500	-0.155	0.489	0.002	0.32
Gepaarde t-toetse binne groepe (eksperimentele groep)	375	0.521	0.461	<0001	1.13
Gepaarde t-toetse binne groepe (kontrole groep)	121	-0.031	0.224	0.126	0.14

SKAAL 6: DIE WAARDE VAN MODULE 9: MIV/VIGS-BEWUSMAKING

TABEL 5.6: DIE WAARDE VAN DIE MIV/VIGS-BEWUSMAKINGSMODULE (SKAAL 6)

VRAE	n	KEUSES EN RESPONSE				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: **Introduction to MIV awareness training**	370	0 (0.00%)	0 (0.00%)	41 (11.08%)	329 (88.92%)	
2. How would you rate the value of the section: **Defining MIV and its impact**	368	0 (0.00%)	0 (0.00%)	41 (11.14)	327 (88.86%)	
3. How would you rate the value of the section: **MIV prevention**	370	0 (0.00%)	0 (0.00%)	41 (11.08%)	329 (88.92%)	
4. How would you rate the value of the section: **Substance abuse, MIV and STI/D's**	369	0 (0.00%)	1 (0.27%)	51 (13.82%)	317 (85.91%)	
5. How would you rate the value of the section: **MIV risk assessment and prevention strategies**	370	0 (0.00%)	1 (0.27%)	60 (16.22%)	309 (83.51%)	
6. How would you rate the value of the section: **Voluntary counselling and testing (VCT)**	370	1 (0.27%)	2 (0.54%)	57 (15.41%)	310 (83.78%)	
7. How would you rate the value of the section: **Review of MIV prevention and behaviour change issues**	370	0 (0.00%)	4 (1.08%)	61 (16.49%)	305 (82.43%)	
8. **How would you rate the overall value of the MIV/AIDS Awareness module?**	370	0 (0.00%)	0 (0.00%)	47 (12.7%)	323 (87.3%)	
Gemiddeld	369.625	0.125 (0.03%)	1 (0.27%)	49.875 (13.49%)	318.625 (86.2%)	0.92

** Betroubare skaal: α = 0.5+.*

SKAAL 7: DIE SINVOLHEID VAN MODULE 9: MIV/VIGS-BEWUSMAKING

TABEL 5.7: DIE SINVOLHEID VAN DIE MIV/VIGS-BEWUSMAKINGSMODULE (SKAAL 7)

VRAE	n	KEUSES EN RESPONSE				α
		1. I strongly disagree	*2. I disagree*	*3. I agree*	*4. I strongly agree*	
1. The module will have a positive impact on my **job performance**	369	1 (0.27%)	0 (0%)	47 (12.74%)	321 (86.99%)	
2. I will be able to apply the new knowledge **in my job**	370	1 (0.27%)	0 (0%)	49 (13.24%)	320 (86.49%)	
3. I will be able to apply the new skills **in my job**	370	1 (0.27%)	1 (0.27%)	53 (14.32%)	315 (85.14%)	
4. The module will have a positive impact on my ability to **cope** with the challenges of life	370	1 (0.27%)	1 (0.27%)	49 (13.24%)	319 (86.22%)	
5. I will be able to apply the new knowledge **in my daily life**	370	1 (0.27%)	0 (0%)	55 (14.86%)	314 (84.86%)	
6. I will be able to apply the new skills **in my daily life**	369	1 (0.27%)	0 (0%)	55 (14.91%)	313 (84.82%)	
7. The module will increase my **job satisfaction**	368	0 (0%)	3 (0.82%)	68 (18.48%)	297 (80.71%)	
8. The module will increase my **productivity**	370	0 (0%)	2 (0.54%)	68 (18.38%)	300 (81.08%)	
9. The module will improve my ability to function in **work related teams** (e.g. platoons, teams, units)	370	0 (0%)	1 (0.27%)	56 (15.14%)	313 (84.59%)	
10. The module will improve my ability to render a **good service** to SAPS customers	375	0 (0%)	1 (0.27%)	40 (10.68%)	334 (89.07%)	
11. **All other SAPS personnel** should **receive** this module	375	0 (0%)	0 (0%)	24 (6.4%)	351 (93.6%)	
12. If all things are taken into account, this module was **relevant for my job and personal life**	375	0 (0%)	0 (0%)	38 (10.13%)	337 (89.87%)	
Gemiddeld	370.92	0.5 (0.13%)	0.75 (0.2%)	50.17 (13.53%)	319.5 (86.14%)	0.95

[a] *Betroubare skaal: α = 0.5+*

ADDENDUM 6:
BASISSTATISTIEK VAN DIE EVALUERING VAN DIE AANBIEDING DEUR STUDENT-KONSTABELS

LYS VAN TABELLE IN ADDENDUM

- **Tabel 6.1: Die evaluering van die aanbieders**
- **Tabel 6.2: Die evaluering van die aanbieders se aanbiedings-vaardighede**
- **Tabel 6.3: Die evaluering van die leerproses**
- **Tabel 6.4: Die evaluering van die leerkonteks**

TABEL 6.1: DIE EVALUASIE VAN DIE AANBIEDER

VRAE	KEUSES EN RESPONSE			
	1. Strongly disagree	*2. Disagree*	*3. Agree*	*4. Strongly agree*
1. The presenter is **knowledgeable** about the *subjects* that he/she taught (n=337)	4 (1.19%)	5 (2.48%)	31 (9.2%)	297 (88.13%)
2. The presenter could **link** the material to the trainees' *level of knowledge (n=339)*	5 (1.47%)	2 (0.59%)	54 (15.93%)	278 (82.01%)
3. The presenter was **able to explain** difficult and abstract *concepts (n=338)*	5 (1.48%)	8 (2.37%)	38 (11.24%)	287 (84.91%)
4. The presenter succeeded in **keeping me interested** in the subjects (n=339)	2 (0.59%)	2 (0.59%)	35 (10.32%)	300 (88.50%)
5. The presenter was **enthusiastic** about the subjects that he/she taught (n=301)	0 (0%)	1 (0.33%)	50 (16.61%)	250 (83.06%)
Gemiddeld (n=330.8)	3.2 (0.97%)	3.6 (1.09%)	41.6 (12.58%)	282.4 (85.37%)

TABEL 6.2: DIE EVALUERING VAN DIE AANBIEDER SE AANBIEDINGSVAARDIGHEDE

VRAE	KEUSES EN RESPONSE			
	1. Strongly disagree	*2. Disagree*	*3. Agree*	*4. Strongly agree*
6. I could clearly **hear** what the presenter was saying *(e.g. it was loud enough and in an accent that I could understand) (n=337)*	2 (0.59%)	1 (0.3%)	43 (12.76%)	291 (86.35%)
7. The presenter was skilful in the **use of the teaching media** *(e.g. transparencies and or writing on newsprint/the blackboard) (n=338)*	0 (0%)	0 (0%)	47 (13.91%)	291 (86.09%)
8. The presenter encouraged **participant involvement** *(e.g. by asking questions and or encouraging discussions) (n=338)*	0 (0%)	0 (0%)	33 (9.76%)	305 (90.24%)
9. The presenter **prepared** himself/herself thoroughly for the presentation (n=339)	0 (0%)	0 (0%)	32 (9.44%)	307 (90.56%)
Gemiddeld (n=338)	0.5 (0.15%)	0.25 (0.07%)	38.75 (11.46%)	298.5 (88.31%)

	1. Poor	*2. Fair*	*3. Average*	*4. Good*	*5. Very good/ excellent*
10. What is your **overall rating** of the *presenter's presentation skills? (n=293)*	0 (0%)	0 (0%)	4 (1.19%)	38 (11.34%)	293 (87.46%)

TABEL 6.3: EVALUERING VAN DIE LEERPROSES

VRAE	KEUSES EN RESPONSE			
	1. Strongly disagree	*2. Disagree*	*3. Agree*	*4. Strongly agree*
11. At the beginning of *the programme*, the presenter gave us a **clear overview** of what we could expect during the programme (n=339)	0 (0%)	2 (0.59%)	77 (22.71%)	260 (76.7%)
12. At the beginning of *each module*, the **learning objectives** for that module were adequately explained (n=339)	0 (0%)	3 (0.88%)	67 (19.76%)	269 (79.35%)
13. The presenter made sure that trainees **understood** *a subject* before continuing on to the next one (n=339)	0 (0%)	1 (0.29%)	32 (9.44%)	306 (90.27%)
14. The presenter was able to **communicate on my level (n=339)**	0 (0%)	0 (0%)	36 (10.62%)	303 (89.38%)
15. At the end of a module, the presenter gave a **summary** of the material that was covered (n=339)	0 (0%)	1 (0.29%)	57 (16.81%)	281 (82.89%)
Gemiddeld (n=339)	0 (0%)	1.4 (0.41%)	53.8 (15.87%)	283.8 (83.72%)

	1. Poor	*2. Fair*	*3. Average*	*4. Good*	*5. Very good/ excellent*
16. What is your **overall rating** of the *learning process? (n=338)*	0 (0%)	0 (0%)	2 (0.59%)	52 (15.38%)	284 (84.02%)

TABEL 6.4: EVALUERING VAN DIE AANBIEDINGSKONTEKS

VRAE	KEUSES EN RESPONSE				
	1. Very bad	*2. Bad*	*3. Average*	*4. Good*	*5. Very good*
17. How would you rate the **quality of the learning material** that was presented? (n=339)	0 (0%)	0 (0%)	11 (3.24%)	86 (25.37%)	242 (71.39%)
18. How would you rate **quality** of the **teaching media** *(e.g. transparencies and or handouts)?* (n=339)	0 (0%)	0 (0%)	9 (2.65%)	73 (21.53%)	257 (75.81%)
19. How well was the programme **organised**? (n=339)	0 (0%)	0 (0%)	7 (2.06%)	53 (15.63%)	279 (82.3%)
20. How would you rate the **venue**? (n=338)	2 (0.59%)	1 (0.3%)	18 (5.33%)	80 (23.67%)	237 (70.12%)
Gemiddeld (n=338.75)	0.5 (0.15%)	0.25 (0.07)	11.25 (3.32%)	73 (21.55%)	253.75 (74.91%)

ADDENDUM 7:
BASISSTATISTIEK VAN DIE EVALUERING VAN DIE AANBIEDING DEUR AANBIEDERS

LYS VAN TABELLE IN ADDENDUM

- **Tabel 7.1: Die aanbieder se selfassessering**
- **Tabel 7.2: Die aanbieders se evaluering van hul eie aanbiedings-vaardighede**
- **Tabel 7.3: Die aanbieders se evaluering van die leerproses**
- **Tabel 7.4: Die aanbieders se evaluering van die leerkonteks**

TABEL 7.1: DIE AANBIEDERS SE SELFASSESSERING

VRAE	KEUSES EN RESPONSE			
	1. Strongly disagree	*2. Disagree*	*3. Agree*	*4. Strongly agree*
1. I am **knowledgeable** about the *subjects* that I taught	0 (0%)	0 (0%)	4 (36.4%)	7 (63.6%)
2. I was able to **link** the material to the trainees' *level of knowledge*	0 (0%)	0 (0%)	4 (36.4%)	7 (63.6%)
3. I was **able to explain** difficult and abstract *concepts*	0 (0%)	0 (0%)	4 (36.4%)	7 (63.6%)
4. I succeed in **keeping trainees interested** in the subjects	0 (0%)	0 (0%)	4 (36.4%)	7 (63.6%)
5. I was **enthusiastic** about the subjects that I taught	0 (0%)	0 (0%)	3 (27.3%)	8 (72.7%)
Gemiddeld (n=11)	0 (0%)	0 (0%)	3.8 (34.55%)	7.2 (65.45%)

TABEL 7.2: DIE AANBIEDERS SE EVALUERING VAN HUL EIE AANBIEDINGSVAARDIGHEDE

VRAE	KEUSES EN RESPONSE			
	1. Strongly disagree	*2. Disagree*	*3. Agree*	*4. Strongly agree*
12. Trainees could clearly **hear** what I was saying *(e.g. it was loud enough and in an accent that they could understand).*	0 (0%)	0 (0%)	2 (18.2%)	9 (81.8%)
13. I am skilful in the **use of the teaching media** *(e.g. transparencies and or writing on newsprint/the blackboard).*	0 (0%)	0 (0%)	2 (18.2%)	9 (81.8%)
14. I encouraged **participant involvement** *(e.g. by asking questions and or encouraging discussions).*	0 (0%)	0 (0%)	3 (27.3%)	8 (72.7%)
15. I prepared myself thoroughly for the presentation.	0 (0%)	0 (0%)	3 (27.3%)	8 (72.7%)
Gemiddeld (n=11)	0 (0%)	0 (0%)	2.5 (22.73%)	8.5 (77.27%)

	1. Poor	*2. Fair*	*3. Average*	*4. Good*	*5. Very good/ excellent*
16. What is **your overall rating** of your presentation skills?	0 (0%)	0 (0%)	0 (0%)	3 (27.3%)	8 (72.7%)

TABEL 7.3: DIE AANBIEDERS SE EVALUERING VAN DIE LEERPROSES

VRAE	KEUSES EN RESPONSE			
	1. Strongly disagree	*2. Disagree*	*3. Agree*	*4. Strongly agree*
17. In the beginning, I gave a **clear overview** of what trainees could expect during the programme	0 (0%)	0 (0%)	4 (36.4%)	7 (63.6%)
18. In the beginning of *each module*, the **learning objectives** for that module were adequately explained	0 (0%)	0 (0%)	4 (36.4%)	7 (63.6%)
19. I made sure that trainees **understood** *a subject* before continuing to the next one	0 (0%)	0 (0%)	4 (36.4%)	7 (63.6%)
20. I was able to **communicate on the trainees' level**	0 (0%)	0 (0%)	2 (18.2%)	9 (81.8%)
21. At the end of a module, I gave a **summary** of the material that was covered	0 (0%)	0 (0%)	5 (45.5%)	6 (54.5%)
Gemiddeld (n=11)	0 (0%)	0 (0%)	3.8 (34.55)	7.2 (65.45%)

	1. Poor	*2. Fair*	*3. Average*	*4. Good*	*5. Very good/ excellent*
22. What is your **overall rating** of the *learning process?*	0 (0%)	0 (0%)	0 (0%)	5 (45.5%)	6 (54.5%)

TABEL 7.4: DIE AANBIEDERS SE EVALUERING VAN DIE AANBIEDINGSKONTEKS

VRAE	KEUSES EN RESPONSE				
	1. Very bad	*2. Bad*	*3. Average*	*4. Good*	*5. Very good*
23. How would you rate the **quality of the learning material** that you had to present?	0 (0%)	0 (0%)	1 (9.1%)	5 (45.5%)	5 (45.5%)
24. How would you rate **quality** of the **teaching media** *(e.g. transparencies and or handouts)* that was available?	0 (0%)	1 (9.1%)	2 (18.2%)	5 (45.5%)	3 (27.3%)
25. How well was the programme **organised**?	0 (0%)	0 (0%)	3 (27.3%)	6 (54.5%)	2 (18.2%)
26. How would you rate the **venue**?	0 (0%)	2 (18.2%)	3 (27.3%)	4 (36.4%)	2 (18.2%)
Gemiddeld (n=11)	0 (0%)	0.75 (6.8%)	2.25 (20.5%)	5 (45.5%)	3 (27.2%)

ADDENDUM 8:
OPSOMMING VAN FOKUSGROEPBESPREKINGS:
MODULE 1: "BE MONEY WISE"

Die meegaande uiteensetting bevat 'n opsomming van die data wat deur die benutting van fokusgroepe gegenereer is, asook 'n interpretasie van die betrokke data. In die besprekings is daar van 'n totaal van 17 kernvrae as "agenda" gebruik gemaak. Dié vrae het drie fasette van die program-impak gedek, naamlik die mate waartoe die module sy uitkomste bereik het, die relevantheid van die intervensie en die langtermyn-effek wat dit op die respondente se kennis, houding en gedrag gehad het.

In die uiteensetting sal daar, naas die identifiserende besonderhede en standaard inleidende stelling, op die oorhoofse resultate van die besprekings (Afdeling 3) en die aard en implikasies van die response op individuele kernvrae (Afdeling 4) gelet word. Deurdat die groepe in Engels gehou is, sal die response in hierdie taal weergegee word, terwyl die interpretasies in Afrikaans sal geskied.

Afdeling 1: Identifiserende besonderhede

Plek waar sessies gehou is:	***Plettenbergbaai & Pretoria Sentraal***			
Datum van sessies:	2005-08-05 / 19			
Getal deelnemers	24			
Geslag van deelnemers	1. *Manlik* **17**		2. *Vroulik* **7**	
Ras van deelnemers	1. Indiër -	2. Swart **22**	3. Bruin **2**	4. Wit -

Afdeling 2: Standaard inleidende stelling tydens groepbesprekings

Welcome once again!

About six months ago, you started your Basic Training in a SAPS Training Provision Institution. This training included *"Theme 3: Self-Management"* that was presented to you by a Police Social Worker. The goal of that program was to empower you with certain knowledge and skills for your future in the SAPS.

Now you have been selected as a member of a discussion group in a research project into the effectiveness of the ***"Self-Management"*** programme. This program 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 - it will 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 will be published in a Ph.D. thesis at the North-West University.

Afdeling 3: Opsomming van resultate

Die oorhoofse resultate van die groepbesprekings en die response op individuele kernvrae (sien Afdeling 4) kan in vyf kategorieë verdeel word. Dit is naamlik dié wat betrekking het op begrotings, swak en positiewe finansiële gedrag, die impak van die module en die algemene waarde van die Selfbestuursmodule.

❖ Begrotings:

Al die groeplede (student-konstabels) was van mening dat die module 'n oorweldigende toename in kennis, houding en gedrag ten opsigte van begrotings meegebring het. Sommige van hulle het vir die eerste keer gelcer hoe om 'n begroting op te stel en is van mening dat dit die sleutel tot hul finansiële vryheid is. Na verloop van meer as ses maande ná die aanbieding van die module stel die meerderheid steeds 'n begroting op en probeer om daarby te hou. Sommige betrek, in teenstelling met die wyse waarop hulle self grootgeword het, selfs hul kinders by die opstelling van die begrotings.

❖ Swak finansiële gedrag:

Volgens die deelnemers is hulle nou in staat om swak finansiële gedrag, soos die aankoop van artikels op skuld/krediet, die aangaan van mikrolenings en om oor die algemeen spandabelrig te leef, te identifiseer. Buiten hierdie nuwe kennis en insig wat hulle geverbaliseer het, het die meeste rekrute ook aangetoon dat hul gedrag in hierdie verband aansienlik verander het.

❖ Positiewe finansiële gedrag:

Die module het ook hul kennis, houding en gedrag ten opsigte van spaar, beleggings en polisse verander. Hulle besef dat hulle nou al vir hul aftrede moet beplan en het daadwerklike stappe gedoen om finansiële vryheid te verseker.

❖ Die impak van die module:

Na 'n verloop van ongeveer sewe maande was die impak van die module op houdings en gedrag steeds baie sterk en het dit tot die vestiging van nuwe gedragspatrone by die deelnemers aanleiding gegee. Hierteenoor was dit duidelik dat hulle reeds baie van die "tegniese kennis" wat oorgedra is, vergeet het. Dit raak veral aangeleenthede waarmee hulle nie daagliks in kontak kom nie, soos byvoorbeeld beslagleggingsbevele ("garnishee orders"). Meganismes sal gevind moet word om hierdie tendens om te keer, soos om byvoorbeeld pamflette of feitekaarte oor die kernleergedeeltes aan die leerders te voorsien.

❖ Waarde van die totale Selfbestuursprogram:

Die invloed en waarde van die totale Selfbestuursprogram (wat finansiële selfbestuur insluit) het ook tydens die groepbesprekings na vore gekom. Uit die bespreking het dit geblyk dat die program 'n groot invloed op veral hul motivering, selfkennis en selfvertroue gehad het. Sodoende is die deelnemers as SAPD-lede en individue bemagtig en het individuele groei tot 'n groot mate plaasgevind.

Uit die fokusgroepbesprekings kan daar tot die oorhoofse gevolgtrekking gekom word dat die module op alle terreine 'n blywende effek op deelnemers se kennis, houdings en gedrag gehad het.

Afdeling 4: Response op kernvrae en die implikasies daarvan

Die weergee van die response op die kernvrae en die interpretasie daarvan sal gestruktureer word volgens die module se uitkomste, relevantheid en effek. Hierin sal daar, ter insidentering, getranskribeerde weergawes van die deelnemers se response op die vrae ingesluit word. Die geskrewe kommentaar van die deelnemers op die fokusgroepskedule en die notas wat deur die moderator en navorsingsassistent afgeneem is, is ook ingesluit. Response wat geen direkte betrekking op die betrokke vraag gehad het nie, is uitgelaat. Die tendense wat uit die response en algemene bespreking van die kernvraag na vore gekom het, sal daarna weergegee word. Hierin sal daar veral aandag geskenk word aan gedagtes wat deur die meerderheid van die deelnemers (dus ≥7) geverbaliseer is.

1. Die uitkomste van die module

1.1 **Kernvraag:** "To what extent did the module change your *attitude* towards money?"

❖ **Response**

1.) *I have a really positive attitude towards money. I started saving money and opened up a policy – investment.*
2.) *My attitude toward money has changed because I have never budgeted when I receive money before.*
3.) *I was used to spend all of it. I realised that budgeting is very important.*
4.) *Before I get my salary, I work out a budget and I save every month.*
5.) *At this stage I have a good attitude in planning and paying my debts. My problem for now is still earning a small salary; I cannot afford my family and expenses.*
6.) *Because I sometimes make it, but sometimes I fail to budget. But at least I have an idea. I think the explanations were good, but to me the problem is that the money at this stage is too small.*
7.) *Sometimes it is very difficult to minimize your debts because of unplanned problems.*
8.) *When I look at money it's part of daily life. Everything is money-orientated.*
9.) *In a way I'm dependent on money, but it's not the most important thing.*
10.) *I thought I can do nothing without money – now I know money is not everything.*
11.) *Before I thought I need money to be happy – now I know I can be happy with little money.*
12.) *I'm dependent on money in a way, but money does not control me, at the moment I can survive with the money I earn.*
13.) *My attitude towards money is good now because I know how much I am supposed to earn. I can survive with my wages I earn.*
14.) *Sometimes it is the difficult situation because I was trying to save money but when we coming the end of money. I will not have money because I used it before the month.*
15.) *My attitude toward money is very poor. I can't handle money. I don't know whether it is because I'm still earning a small amount of money. I can't budget; I have a lot of debt and a lot of responsibilities.*
16.) *I stress a little bit when my salary does not meet my demands. For example, this R1600-00 is so small.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Na aanleiding van die module het die deelnemers oor die algemeen:
- die belang van 'n begroting begin besef en pogings aangewend om daarvolgens te leef,
- 'n spaar-ingesteldheid begin kweek,
- besef dat geld hulle nie hoef te beheer en ook nie gelukkig sal maak nie,
- 'n meer positiewe houding teenoor die afbetaling van skuld begin ingeneem,
- nie meer so maklik en so baie geld as in die verlede spandeer nie, en

- besef dat hulle binne die vermoë van hul inkomste moet leef.

Daar was egter ook sterk aanduidings dat, ten spyte van 'n positiewe ingesteldheid, sommige deelnemers dit uiters moeilik vind om met 'n salaris van R1 600,00 per maand uit te kom.

1.2 **Kernvraag:** "To what extent could you utilize your acquired knowledge on *budgeting*?"

❖ **Response**

1.) *I started budgeting from the 4th month in the College. I work with a small budget on travelling, toiletries and saving. I have a good understanding of what budgeting is.*
2.) *My intent to utilize acquired knowledge on budgeting is very good because I do the budget before the end of the month.*
3.) *Budgeting is important. More especially, if you put it in practice like applying it or doing it accordingly.*
4.) *Before I did the Self-management Programme, I didn't do budgeting. But now I do budget and if my expenses exceed my earning, I can compromise on some things.*
5.) *Budgeting is very important as not to spend money on luxuries. To budget you use less money.*
6.) *I drew up a plan of expenses and my saving.*
7.) *Budgeting is a very important thing to do because you use the money before you get it on hand. Then you see before time that what will be done (and) not done.*
8.) *Before the social workers teach me about the budget, I couldn't budget. I just spent what I want. But now I can plan, although sometimes I fail.*
9.) *On budgeting I'm on medium stage, according to me.*
10.) *They do a budget, but are not always able to keep to it. Things come along that was not planned. Then I still stay within my available income – just shift money around from one item to another.*
11.) *Some of them were not used to budget – now they try to budget, but it's still difficult – still in process.*
12.) *Very useful information.*
13.) *I will involve my kids in budgeting because we were not involved in this process with our parents and therefore we did not know how to budget.*
14.) *I already involve my 10-year old child in the budget process.*
15.) *The knowledge I have doesn't help at the moment, because my debts are over my salary.*
16.) *Sometimes it is difficult to budget because you budget but at the end I cannot afford to buy that thing and the money was much too small. But now I will try to increase it.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Volgens die deelnemers het die module:
- hul kennis en praktiese benutting van 'n begroting positief laat toeneem,
- hulle die belangrikheid van 'n begroting laat besef, en
- waar van toepassing, ook hul kinders by die opstelling van die begroting betrek.

Daar was egter ook aanduidings dat sommige deelnemers dit uiters moeilik vind om by hul begrotings te bly.

1.3 **Kernvraag:** "To what extent could you *identify* ways of *eliminating financial difficulties?*"

❖ **Response**

1.) *I started eliminating some of my debt. I can identify a few things which one can use to eliminate financial duties: save more, buy cash (and) not on credit.*
2.) *I have tried by all means to eliminate my financial difficulties, because if I don't eliminate it, I can be stressed.*

3.) *Right now I can afford to do everything that I want to do. But in the beginning the money was too small. I did not save because I wore the expensive clothes and forget to save money.*
4.) *Planning ahead and knowing your goals: like what necessities are and what are luxuries and plan accordingly.*
5.) *I do eliminate financial difficulties when possible. If there are unimportant things in my budget, I take from that money.*
6.) *To eliminate financial difficulties you have to work on a budget. Otherwise you won't make it. You have to plan first before you go for something.*
7.) *I know it is to utilize the money on the basic important thing, not on the useless things.*
8.) *I'm trying to pay all my accounts and start fresh, so that I can try to budget nicely.*
9.) *The easy way is to be disciplined on your budget – do not put yourself in micro-loans and cash-loans unnecessary because of peer-pressure.*
10.) *I can't say a lot at this stage because I don't have experience on that, but I think I must avoid going for cash loans.*
11.) *To eliminate financial difficulties by planning and budgeting about the amount you will receive. Don't take unnecessary things.*
12.) *I tried the process of debt elimination and it is useful. They can apply the knowledge with success.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Vier van die groeplede was reeds suksesvol met die eliminasie van hul skuld.

Oor die algemeen het deelnemers besef:
- dat 'n begroting help om skuld te elimineer,
- dat kontant- of mikrolenings vermy moet word,
- dat, deur te spaar en kredietaankope te vermy, 'n effektiewe manier is om skuld te elimineer, en
- dat skuld onnodige stres kan veroorsaak.

1.4 Kernvraag: "To what extent could you ensure effective planning for future financial freedom?"

❖ **Response**

1.) *I started to invest in two policy plans at Old Mutual for my retirement and a 15 years savings plan. I also took out a fixed deposit plan for 2 years at Standard Bank.*
2.) *As from last year I was planning and when I was in the College, I continued to think about my future. My future will be a success. If I can learn to save money, I can get that thing that I want like: to have my home, car and have the wife so that I can have the better life.*
3.) *I plan for my future because I don't want on my retirement to suffer on money with my family. I want my financial future to be bright.*
4.) *Sticking to my budget and eliminating unnecessary expenses.*
5.) *It is important to have (a) budget to ensure the effective planning for future financial freedom.*
6.) *You must plan before you buy anything and I must save for the future.*
7.) *Be money wise, always make a budget. Always make a list before you go to the shopping.*
8.) *It is very easy to plan for the future if you've got enough money to pay your debts.*
9.) *As far as the social workers teaches me about future financial freedom.*
10.) *I can't have a good plan for my future until I can be permanent. For now I've only got wishes of future financial freedom, like: I wish to have money, house and reasonable family.*
11.) *I did try to save money after the program, but later I spent it – don't save anymore.*
12.) *I could save while in College – before I was a big spender. Now in Field Training circumstances changed – my expenses are more now than before.*
13.) *At the moment I can't save money for the future, because the money that we get is still not much. But I think by next year, I will be fixing for money.*
14.) *From the beginning of the course we have been disappointed about the salary. So it is very difficult to plan for the future.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Sedert die aanbieding van die module, het die meerderheid van die respondente spaarplanne, annuïteite, polisse en begrafnispolisse uitgeneem en drie het begin om hul gesinne by hul begrotings te betrek.

Oor die algemeen het deelnemers:
- o begin om 'n begroting op te stel,
- o besef dat dit belangrik is om 'n begroting te hê en daarby te bly (alhoewel 'n klein salaris 'n effektiewe spaarplan bemoeilik),
- o nie meer so makliker as voorheen geld uitgegee nie,
- o besef dat hulle nou reeds vir hul aftrede moet beplan, en
- o praktiese meganismes (bv. om 'n lysie te maak voordat hulle inkopies doen) begin implementeer om beheer oor hul besteding uit te oefen.

1.5 Kernvraag: "To what extent did you become aware of the effect that insufficient (ineffective) financial management has on an individual's psycho-social functioning?"

❖ **Response**

1.) *I know that having no money at all or where you are in debt all the time can have a negative effect on your conscience and your brain. It can drive you to the limit where you can't take it no more and act stupidly.*
2.) *Our daily lives are basically depended on money. If ineffective financial management occurs, that can affect the individual's psycho-social functioning.*
3.) *To have financial difficulties will have an impact on you as a person. You will start to stress about your financial problems which will have an effect on your health.*
4.) *If you don't know how to plan, you can be stressed and end up mentally ill.*
5.) *Maybe people are stressing when they are moneyless whereas they put themselves in that problem. So I learn from their mistakes.*
6.) *I have not yet experience that because if I don't have money. There are people that can help me out like my parents.*
7.) *I'm very poor because I don't have another plan except to keep R500-00 for me every month.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Die meerderheid van die groeplede kon nie die module se inligting rakende beslagleggingsbevele (*"garnishee orders"*) onthou nie en sommige het ook nie meer kennis van die proses van finansiële administrasie gedra nie. Dit dui daarop dat tegniese kennis na afloop van sewe maande reeds verlore gegaan het.

Oor die algemeen het deelnemers egter besef dat:
- o finansiële probleme oormatige stres en verhoudingsprobleme kan veroorsaak,
- o negatiewe stres 'n negatiewe invloed op hul algehele gesondheid het, en
- o swak finansiële bestuur tot gevolg het dat hul naam op die swartlys geplaas word (sommige het dit ook prakties ervaar).

1.6 Kernvraag: "To what extent did you become aware of the true cost of debt?"

❖ **Response**

1.) *I never experience the true cost of debt. Since I started with this profession as a police officer I was planning with my mother on saving and investments. I read an article in the newspaper yesterday about a guy who loaned R3000-00 and in the end he paid R8000-00 in total. He is very heartbroken and is planning to sue the company.*
2.) *I am aware of the fine cost of debt because I know that if I don't pay my debt, I will be listed to*

credit bureau. That's not right. If you buy something at the shop or furniture, you have to know the true cost of debt of the goods.

3.) *If I want to do something like to but in the shop, the best way is to buy it in cash and not on credit!*
4.) *To buy a car on debt/credit where the cars original price is R30 000 in cash, you will pay more than you expected and that will be a problem to your finances. So, it is important to work according to your budget and plan first.*
5.) *You end up in big trouble for this credit thing. You find yourself in deep debts.*
6.) *I know it is not good to have a lot of debts. For example, now I know I must try to buy things cash to avoid debt.*
7.) *At this stage, I did not join any business shop as I was seeing from my father the way the businesses are lying to get some customers.*
8.) *Sometimes I do want to take things on credit, but soon I realise how much I'm gonna pay. That gives me second thoughts.*
9.) *Most of the times we don't get the real explanation about the true or real picture.*
10.) *It is important not to always buy on credit because you end up in big debts that sometimes make your future to be dark. On the other hand, the money we receive is not sufficient for us to buy cash.*
11.) *I'm aware of it because, before you take something with credit, there are people who are sitting down with you and explain to you everything. And you end up taking that credit because you don't have option because you don't have cash.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Oor die algemeen het die module meegebring dat die meerderheid deelnemers nou:
- o besef wat die ware koste aan skuld verbonde is,
- o besef dat dit beter is om kontant te koop,
- o besef dat, as hulle begroot, hulle genoeg geld beskikbaar sal hê en gevolglik nie op krediet hoef te koop nie, en
- o twee keer dink voordat hulle iets op skuld koop.

Ten spyte van die feit dat hulle nou van die ware koste van skuld bewus is, wil dit voorkom asof sommiges steeds items op skuld koop.

1.7 Kernvraag: "To what extent did you develop a mindset that will lead you to success?"

❖ **Response**

1.) *After the course that we were given by the social workers in the College, my mindset completely changed towards money, because these days I want to see what I did with the money.*
2.) *I think more positive, plan effectively and work hard.*
3.) *To be honest, I have worked harder and do my job in the better way. I have to respect my colleagues and respect my job. If I can do like that, all the thing that I want I can get it. I want my future to be a success.*
4.) *Once you realise what you desire and plan according and work according to your plans. Sticking to your desire is beneficial to yourself.*
5.) *My mindset changed completely. Before I just asked my mom for money if I wanted something. Now I know you can't have everything you want.*
6.) *It is important not to be controlled by peer pressure. Rather live according you your means. We want the things our friends have and cannot always afford it.*
7.) *I got to understanding of what certain words mean like budget.*
8.) *To work according to my budget nothing will go wrong. This can lead me to success without any problems, which means I can stand on my own feet.*
9.) *You tell yourself that you gonna rush that money – you gone pay 6 months if they give you 12 months.*
10.) *The only thing I developed is to save and buy cash or lay-bye than to buy on credit. And also not*

to allow peer-pressure to control my mind.
11.) Successful budget can lead me to success. Buying things that are on sale – to save money.
12.) After I have been taught how to use money, I am not longer making more debt like before.
13.) After the program (module) I realized it's better to spend on necessities and not luxuries.

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Oor die algemeen het die module meegebring dat deelnemers nou:
- meer positief dink, vooruit beplan en harder werk,
- wil sien wat hulle met hul geld gedoen het,
- besef dat dit belangrik is om nie geld uit te gee vanweë groepsdruk nie, en om eerder noodsaaklikhede as luukshede te koop,
- 'n beter begrip van konsepte, soos byvoorbeeld "begrotings", het,
- minder op skuld koop en meer spaar,
- besef dat dit beter is om skuld oor 'n korter tydperk af te betaal,
- probeer om items op uitverkopings te koop, en
- tot die besef gekom het dat 'n mens nie alles kan kry wat hy/sy begeer nie.

1.8 Kernvraag: "To what extent did you learn how to access resources within the SAPS?"

❖ **Response**

1.) I think if I have problems I can contact SAPS social workers.
2.) Go to the social workers.
3.) After the course that we were given by the social workers in the College.
4.) I learn a lot. I have learnt that if I don't know something, I have to ask the senior members. Then I get access to the resources within the SAPS. Another thing; if you don't ask you will always get a problem.
5.) You must not be ashamed to ask an older member to help you. Always try to learn something.
6.) I still don't have much information on how to access the resources within the SAPS. The reason for that it's because I'm still new in the Service.
7.) There, in the College, we have been taught a lot.
8.) I learnt how, why and when to use things for myself, and for the government and for the community.
9.) I cannot remember this part of the module.

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Oor die algemeen het deelnemers nie die detail van hierdie gedeelte van die module onthou nie, maar:
- wel onthou dat Polisie Maatskaplikewerkdienste as 'n hulpbron benut kan word, en
- ook besef dat hulle by kollegas/seniors inligting rondom hulpbronne kan inwin.

2. Die relevantheid van die module

2.1 Kernvraag: "To what extent did the module have a positive impact on your job performance/productivity?"

❖ **Response**

1.) It gave us direction on how to use your money – without those financial difficulties which will lead to stress which will affect your performance at work.
2.) I perform very well on my job without any worries or financial problems.
3.) I'm good on my job, performance and productivity.
4.) It changed my attitude and my desire.

5.) *This module motivated me in many ways on how to stick on my budget – on how to manage stress and how to motivate other people, especially my colleagues. It showed me a lot of things, like how important my work is for my future.*
6.) *I have positive impact in my job because now I know bringing food to work doesn't mean you don't have money, but it's the way of saving money.*
7.) *As this job we are always under the risk – it gave us more strength and clear vision.*
8.) *If you have financial problems, you know there are resources in SAPS to assist you - which reduce stress.*
9.) *I'm still trying to cover my debt. I won't say too much about impact, but I can say it is going to help but I have to clear everything and start fresh.*
10.) *I can perform well by the advice on how to be a human being and to carry out what is needed.*
11.) *I can say because we have not yet performed the actual duties – we are still learning.*
12.) *The positive (impact) that this program has had on me was to stay focused, be polite and be able to work hard. To strive for that extra mile. You must be punctual as well.*
13.) *I haven't really done any performance – still starting with my field training. So, at the moment, I can't tell the impact.*
14.) *As from now, I cannot say anything because I am still struggling. But I can do a lot when I'm finished with my Field Training... I will do my job in the best way and I can apply everything I have learn from the College*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Oor die algemeen het die module rigting verskaf ten opsigte van finansiële bestuur. Daarsonder sou die deelnemers negatiewe stres ervaar het wat weer 'n negatiewe invloed op hul werkprestasie sou hê.

Volgens die deelnemers het die module:
- hul houding en drome verander en hulle bemagtig om 'n duidelike visie vir hulself te formuleer,
- hulle gemotiveer om by 'n begroting te bly,
- hulle gehelp om hul stres beter te hanteer en sodoende mense te motiveer,
- hulle laat besef dat, om kos werk toe te bring, 'n manier is om te spaar, enh
- hulle daarvan bewus gemaak dat daar bronne in die SAPD bestaan waar hulle om hulp aanklop as hulle finansiële probleme begin ervaar.

Vier van die deelnemers was basies van mening dat hulle eers sal weet wat die effek van die module op hul werkprestasie en produktiwiteit is wanneer hul indiensopleiding voltooi is.

Die Selfbestuursprogram het hulle oor die algemeen gehelp om meer gefokus, vriendelik, hardwerkend en stiptelik te wees.

2.2 Kernvraag: "To what extent were you able to apply the new knowledge and skills in your job?"

❖ **Response**

1.) *I am coping very well and I'm applying the skills and knowledge that I received from the college.*
2.) *The knowledge and skills in my job I want to apply within the SAPS is excellent. I will by all means put it in my job.*
3.) *With the new knowledge and skills, I can take any challenge in my way.*
4.) *I can advise other people (like colleagues) about managing their finances.*
5.) *I'm trying to apply the knowledge, but I'm not sure yet.*
6.) *When I started to do the field training, I learn a lot. Now I can do everything that I can because I have the skills to do those small things that they teach me in those two weeks.*
7.) *Getting a chance of proving my abilities will enable me to apply the new knowledge and skill in my job. Sharing the outcomes of this knowledge to others can also motivate my abilities.*
8.) *The knowledge I used just in my personal life, because I haven't really started working – I'm still training.*
9.) *This module just added on what I did have because my planning towards money was and is not far*

from the way this module advised me on.

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Die deelnemers het dit oor die algemeen moeilik gevind om die inhoudelike van die betrokke module met hul werksfunksionering in verband te bring. Die mening is egter wel uitgespreek dat:

- hulle hul nuutverworwe kennis oor finansiële bestuur met kollegas kan deel,
- die nuwe kennis en vaardighede hulle sal help om uitdagings beter te hanteer, en
- hulle die kennis en vaardighede van die totale Selfbestuursprogram in beide hul persoonlike en professionele lewens kan benut.

2.3 Kernvraag: "To what extent did the module have a positive impact on your ability to cope with the challenges of life

❖ **Response**

1.) *I can overcome obstacles more often. I can be more of a person than I was before.*
2.) *It made me a much stronger person who is ready for any challenges in life.*
3.) *It gave me the power to go on and tell myself that everything is possible in life, only if you plan ahead.*
4.) *It has a positive impact on the challenges of my life.*
5.) *I've learned more especially in this job, because you will face some challenges of life because it is specialised on working with people and it is not easy.*
6.) *Knowing things, the way they are done and what is the outcome after you do it can make a positive impact in my abilities.*
7.) *It helped me because now I know that if I have a problem, there are people to talk to, people who is willing to help me.*
8.) *I think I can cope with challenges because I won't go for cash loans. The little money I have, I think I can budget from it.*
9.) *It could be worse (better) if I was taught before I made unnecessary debt.*
10.) *The life outside is too much expensive. Life needs those people who are well educated and those who have money because now you can live if you are not educated and if you not have money. So, if I finished my contract, I will have to study well and I want to have the diploma and degree in Policing.*
11.) *Accept where you are financially – don't spend more than you have.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Die deelnemers het dit oor die algemeen moeilik gevind om die inhoudelike van die betrokke module met die hantering van toekomstige uitdagings in verband te bring. Tog was hulle van mening dat dit:

- hulle in staat gestel het om beter/sterker mense te wees as wat hulle voor die aanbieding was,
- by hulle 'n houding ontwikkel het dat niks onmoontlik is nie,
- hulle in staat gestel het om uitdagings beter te hanteer,
- hulle gehelp het om hul werk in die polisie en in die gemeenskap beter te doen,
- hulle gemotiveer het om nie kontantlenings aan te gaan nie, maar eerder 'n begroting op te stel, en
- hulle laat besef het dat 'n mens binne jou inkomste moet leef en nie meer moet spandeer as wat jy besit nie.

2.4 Kernvraag: "To what extent were you able to *apply* the new knowledge and skills in your daily life?"

❖ **Response**

1.) *Putting this knowledge into practice, as new as it is to me, can motivate me on my daily life.*
2.) *I put things in place for the future, like a savings plan.*
3.) *I use a budget to manage my finances.*
4.) *I buy what I need, not the "brand".*
5.) *I make sure I only have a little cash in hand, otherwise I will spend it. The rest I keep in the bank.*
6.) *I use money so that I won't be stressed before the end of the month.*
7.) *I use money carefully so that I can survive till the end of the month.*
8.) *I learned a lot and I have better knowledge than before.*
9.) *I can apply the knowledge to save, e.g. take lunch to work – don't buy.*
10.) *You must have a budget and stick to it.*
11.) *I have to set myself some financial goals.*
12.) *Before I spent a lot of money on friends, now I spent less on socializing (I don't buy drinks for everyone anymore).*
13.) *The new knowledge and skills made me very clever and careful, because I now know exactly what to expect.*
14.) *I am free and able to do almost anything. I can look people in the eye and say hallo without feeling threatened by my financial issues. That I must live with what the Lord has blessed me with.*
15.) *The people outside they are working harder so that they will get success and some of them they depend to other people. So me, I want to be independent and I want to behave like the real police man so that I can get respect from other people outside.*
16.) *I wake up every day, begin positive. The first week I was not that strong.*
17.) *I'm that kind of person who likes to improve everyday in life. For example, I always set goals for myself. I rest when I achieve one of those. Each year I must come up with something new.*
18.) *I always reminding myself what I need in life and what I'm supposed to do in my job to be successful. Then my daily life can be motivated.*
19.) *It was very difficult because I was always facing problems with no solution.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Die deelnemers het 'n verskeidenheid voorbeelde gegee van die wyses waarop hulle die kennis en insigte wat hulle vanuit die module verkry het, in hul daaglikse lewens kan toepas. Dit het ingesluit om:

- begrotings op te stel en daarby te bly,
- items te koop wat nodig en bekostigbaar is en nie net oor die fabrikaat ("label") van die produk nie,
- eers die nodige finansiële planne (soos om te spaar) in plek kry voordat geld uitgee word,
- nuwe wyses van spaar (soos om kos saam te bring werk toe, nie meer so baie geld op vriende en sosialisering te bestee nie, ens.) toe te pas en daarby te hou, en
- finansiële doelwitte te hê.

2.5 Kernvraag: "To what extent did the module increase your *job satisfaction*? "

❖ **Response**

1.) *I'm satisfied with my job because now I know how to handle my finances. Before I learned about budgeting, I was not satisfied with my job and money.*
2.) *It increased my job satisfaction. I can deal with my job and I can also do what is required of me.*
3.) *Joining the Police was just another job, but this programme changed that and made me to realise that it is a career path that I chose.*
4.) *It showed tender care towards us and keep us wise.*

5.) *No matter how the money is so little, but you can survive and fulfil your dreams.*
6.) *Before I thought my salary is too small, it is just to me I can support my family now. I include my family in my budge.*
7.) *I wanted to have a nice life and then realized the police do not pay that well. Now I know money are not the things that make me happy at work.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Alhoewel die deelnemers nie altyd 'n onderskeid tussen die invloed van die module en die program as geheel getref het nie, het dit tog meegebring dat hulle:
- tot die besef gekom het dat geld hulle nie noodwendig gelukkig sal maak nie,
- hul denke oor hul beroepskeuse positief verander het, en
- die belang van 'n begroting, en die familie se betrokkenheid daarby, besef het.

Hulle was ook van mening dat die nuwe finansiële kennis 'n positiewe invloed op hul produktiwiteit gehad het en dat die totale Selfbestuursprogram kennisbemagtiging impliseer.

2.6 Kernvraag: "How would you rate the *value* of this module?

❖ **Response**

1.) *It gives you information that you can use at that moment or at a later stage in your life.*
2.) *Everybody needs this information when they start earning an income.*
3.) *It's positive – it can motivate a person to help him and at the same time strive for more – it's fruitful.*
4.) *The module is valuable. It's up to us to use the knowledge and skills effectively. If it wasn't for this module, we wouldn't be where we are today.*
5.) *It helps my job performance, to be money wise and be confident to all things you are doing.*
6.) *This module is very helpful; it makes you a positive person and wise person.*
7.) *The value of this module is very important – it opens our minds. Some of us didn't know how to budget. Like me, I used to just use my money anyhow on unnecessary things. That is why I end up unable to manage my credit.*
8.) *This module is very important because for people it is their first time to come across this issue of budget and how to manage money.*
9.) *In other departments they don't get this opportunity.*
10.) *It is very good because every person need some advice, no matter if he thinks he is good or better.*
11.) *This module contains a lot of things that you experience without knowing what was the cause of it. Now you can be able to distinguish what is necessary for yourself.*
12.) *I received the knowledge. I need to plan my finances, now I have the ball in my hands.*
13.) *I'm more aware of policies available and I know I also have to manage my policies – not more than needed or I can afford.*
14.) *I'm more aware of ways people want to sign you up for policies you don't need.*
15.) *It strengthened the things I already knew.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Daar was sterk aanduidings dat die deelnemers hul nuutverworwe kennis reeds in verantwoordelike finansiële gedrag omgesit het. Oor die algemeen is hulle:
- na aanleiding van die module, meer bewus van die ware feite aangaande polisse en sal hulle ook makliker weet as iemand verkeerde inligting aan hulle verskaf,
- van mening dat die module hulle help om na meer in die lewe te streef, en
- van mening dat dit hul werkprestasie verbeter het, hul finansiële kennis uitgebrei het, hul selfvertroue verhoog en hulle meer positief en "slim" gemaak het.

Die module was van die deelnemers se eerste werklike kennismaking met begrotings en volgens hulle is dit veral relevant vir iemand wat die eerste keer 'n inkomste ontvang. Vir ander rekrute het die module

hul reedsbestaande kennis verder versterk.

2.7 Kernvraag: "How would you rate the *relevance* of this module?"

❖ **Response**

1.) It is relevant, because it teaches us about real things like Be Money Wise, substance abuse & AIDS. These are things we have to know and face in life.
2.) This module is giving us the knowledge of things that we ignored in the past, though they were killing us in term of living and financial keeping.
3.) It is very good because a lot of people experience financial difficulties – this program makes us wise.
4.) It reminded me of what I have to do with money and not to waste it on unnecessary things.
5.) It is important for SAPS members, because they have access to a gun and without this knowledge stress and suicide can increase.
6.) It's quite up to standard – it's helpful.
7.) It gives you peace of mind, relaxation of life.
8.) Here are people that don't know how to use money. So for people like that, it is important to know how to use money and that where the module comes in.
9.) It reveals a way out of debt and how to manage debt.
10.) It is very relevant for "new students" starting fresh with their career.

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Daar was algemene eenstemmigheid onder deelnemers dat die module op standaard en van groot hulp vir student-konstabels was. Dit het hulle:
- van tersaaklike kennis rakende swak finansiële gedrag en goeie finansiële advies voorsien,
- gehelp om swak finansiële gedrag te verander,
- gemoedsrus gegee, en
- daaraan herinner om nie geld te mors nie.

Die mening is ook uitgespreek dat die module die risiko van selfmoord as gevolg van finansiële probleme sal verminder.

3. Knowledge, attitudes and behaviour

3.1 Kernvraag: "To what extent do you think did this module increase your knowledge of financial management?"

❖ **Response**

1.) I can draw up my own budget.
2.) I learnt how to budget.
3.) It helps a lot because now I have knowledge of how to budget and how I must use my money in order to survive.
4.) I know how to manage my finances, because I have learnt how to budget, and that to budget is important.
5.) It changed me a lot because now I can save - do budgeting.
6.) At least now I know I have to budget to everything before I get my payment. I must have list of thing I'm going to spend money on.
7.) I can work better with my money.
8.) I can look at saving plans and investments.
9.) They change the lot because now I can see how to save money because you cannot live without money. So that now I can try to save money so that I can do the thing in the better way.

10.) *When my expenses exceed my earning, I know how I can fix such a problem.*
11.) *It gave me direction on how to treat life with or without money, because there are things that money can't buy.*
12.) *I know I have to plan things and I can't do things as I wish. Sometimes I must wait for the next month.*
13.) *Because before I was not planning but now before I do anything, I make a budget.*
14.) *It changed very much because, before I was just using the finance anyway I like, but now you see what is needed and what is not needed.*
15.) *Gained new knowledge on debt elimination.*
16.) *I know now what a garnishee order and administration is.*
17.) *Gained knowledge on how to save money.*
18.) *I now know the difference between a need and a want.*
19.) *Some of the things in this program are relevant, but some are not.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Volgens die deelnemers het die module hulle:
- meer van begrotings, skuld-eliminasie, administrasie, beslagleggingsbevele en spaar geleer,
- onder die indruk van die psigososiale effekte van swak finansiële beplanning gebring,
- gehelp om die verskil tussen 'n behoefte en 'n begeerte te verstaan, en
- van rigting voorsien oor hoe om die lewe beter te benader.

Hulle het oor die algemeen tot die gevolgtrekking gekom dat hulle, na aanleiding van die module, beter met geld kan werk.

3.2 Kernvraag: "To what extent do you think did this module change your attitude towards financial management?"

❖ **Response**

1.) *To save more money.*
2.) *Don't overspend.*
3.) *Cut out credit as far as possible.*
4.) *Work according to your budget.*
5.) *This module changed my attitude towards financial management.*
6.) *Take one step at a time and you will achieve your goal.*
7.) *Don't take shortcuts.*
8.) *I must make myself happy – money is not happiness.*
9.) *Money can't but love.*
10.) *Money should not change who you are.*
11.) *Don't buy impulsive – plan spending.*
12.) *I have a plan now.*
13.) *I changed a lot because now I can live in the better way because now I know the better way.*
14.) *At least something is added to my knowledge though I am not yet in the field of managing my finance. Yet the little I've got I tried to manage it.*
15.) *My attitude toward money has changed because I have never budgeted when I receive money. I was used to spend all of it. I realised that budgeting is very important.*
16.) *I realise that it is more important to budget as to spend you money on luxuries. You save lot if you budget.*
17.) *A lot has been done by this module because it taught me that the problem with money is only how to use it effectively.*
18.) *My mindset completely changed towards money, because these days I want to see what I did with the money.*
19.) *My attitude towards money changed after I was in the module, and I use money wisely now.*
20.) *At first money was just something – there to be used, don't care how hard did I work for it. But*

now I know how to use the money that I worked for.
21.) *I can think before I use money – do I really need this or I'm just buying in because I got money.*
22.) *I don't stress easily when I've got no money. I just tell myself that I'll get it very soon.*
23.) *I am no longer wasting money with unnecessary things that are not in my budget.*
24.) *I've learned things (your financial situation) can change. If you manage/plan well, you can survive.*
25.) *Before I blamed God if someone else had more than me or if they are more successful. Now I know I have to live according my means.*
26.) *I had an attitude of money is there to spend – that changed; I plan for my future now.*
27.) *Money is not the problem – the problem is how to spend it.*
28.) *To be honest not yet, but at least I know how to succeed.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Die module het die deelnemers se houdings teenoor verskeie finansieelverwante aangeleenthede verander. Dit het hulle veral laat besef dat:
- geld alleen nie geluk bring nie,
- 'n mens nie moet probeer om via kortpaaie geld te maak nie,
- hulle persoonlike finansiële doelwitte moet stel,
- hulle begrotings moet opstel,
- hulle meer moet spaar,
- hulle nie meer moet uitgee as wat hulle besit nie,
- hulle skuld moet vermy,
- hulle hul geld effektief moet betuur,
- hulle nie impulsief moet koop nie, maar eerder hul aankope moet beplan, en
- hulle vir die toekoms sal moet beplan.

3.3 Kernvraag: "To what extent do you think did this module change your behaviour regarding financial management?"

❖ **Response**

1.) *I draw up my own budget now.*
2.) *Before I get my salary, I work out a budget and I save every month.*
3.) *It changed me a lot because now I can save - do budgeting.*
4.) *Before I did the self-management programme, I didn't do budgeting. But now I do budget and if my expenses exceed my earning, I can compromise on some things.*
5.) *I started to save – took out a savings account*
6.) *I now work better with my money.*
7.) *To be as smart as possible.*
8.) *The module changed my behaviour towards financial management.*
9.) *Now I see that is the bad thing to misuse money. Because I was buying the things that was not important.*
10.) *I spend my money wiser.*
11.) *I used to spend my money on luxuries, but now I have learned the right way to spend it.*
12.) *Now I got investment – I am saving money in my account to last me for the whole month.*
13.) *I'm not doing unnecessary credit now anymore.*
14.) *It is so helpful. I know how to manage my money.*
15.) *I'm trying to behave. For example, I don't just buy anything because I'm in town and I have money. I plan before buying or doing anything. I bring food to work*
16.) *I minimize my debt with the new knowledge.*
17.) *I spend less money on socialising*
18.) *I buy clothes on sales.*
19.) *I buy what I need, not what I want.*

20.) I buy cash.
21.) I save on telephone expenses – call less.
22.) I take lunch to work – do not buy food.

❖ Tendense vanuit spesifieke response en algemene groepbespreking

Voordat die deelnemers die module deurloop het, het slegs twee van begrotings gebruik gemaak. Sedertdien doen nege uit die twaalf dit.

Die module het oor die algemeen die volgende verandering in deelnemers se gedrag meegebring:

- Al meer deelnemers stel nou maandeliks 'n begroting op.
- Hulle werk beter/versigtiger/wyser met geld (bv. mors nie meer geld nie, koop nie meer onbelangrike/onnodige items nie, bring kos werk toe, spandeer minder geld op sosialisering, ens.).
- Hulle het met 'n spaarkultuur begin (het bv. 'n spaarrekening geopen en beleggings begin maak).
- Hulle het die aangaan van skuld begin vermy en op 'n kontantbasis begin aankope doen.

ADDENDUM 9:
OPSOMMING VAN FOKUSGROEPBESPREKINGS:
MODULE 2: DOELWITBEPLANNING

Die meegaande uiteensetting bevat 'n opsomming van die data wat deur die benutting van fokusgroepe gegenereer is, asook 'n interpretasie van die betrokke data. In die besprekings is daar van 'n totaal van 15 kernvrae as 'agenda' gebruik gemaak. Dié vrae het drie fasette van die program-impak gedek, naamlik die mate waartoe die module sy uitkomste bereik het, die relevantheid van die intervensie en die effek wat dit op die respondente se kennis, houding en gedrag gehad het.

In die uiteensetting sal daar, naas die identifiserende besonderhede en standaard inleidende stelling, op die oorhoofse resultate van die besprekings (Afdeling 3) en die aard en implikasies van response op individuele kernvrae (Afdeling 4) gelet word. Deurdat die groepe in Engels gehou is, sal die response in hierdie taal weergegee word, terwyl die interpretasies in Afrikaans sal wees.

Afdeling 1: Identifiserende besonderhede

Plek waar sessies gehou is:	***George & Pretoria Sentraal***			
Datum van sessies:	2005-08-01 / 05			
Getal deelnemers	22			
Geslag van deelnemers	1. *Manlik* **20**		2. *Vroulik* **2**	
Ras van deelnemers	1. Indiër -	2. Swart **14**	3. Bruin **8**	4. Wit -

Afdeling 2: Standaard inleidende stelling tydens groepbesprekings

Welcome once again!

About six months ago, you started your Basic Training in a SAPS Training Provision Institution. This training included *"Theme 3: Self-Management"* that was presented to you by a Police Social Worker. The goal of that program was to empower you with certain knowledge and skills for your future in the SAPS.

Now you have been selected as a member of a discussion group in a research project into the effectiveness of the ***"Self-Management"*** programme. This program 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 - it will 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 will be published in a Ph.D. thesis at the North-West University.

Afdeling 3: Opsomming van resultate

Uit die groepbespreking en response op individuele kernvrae (sien Afdeling 4), kan die volgende resultate uitgesonder word.

❖ Motivering:

Die groeplede (student-konstabels) het die motiveringswaarde van die module sterk beklemtoon. Sommige het berig dat hulle voor die tyd rigtingloos was en dat die module daartoe bygedra het om hulle meer gefokus, vasberade, gedissiplineerd, presies, effektief, produktief en gedrewe te maak. So het dit 'n direkte invloed op hul produktiwiteit en die wyse waarop hulle hul werk benader, gehad.

❖ Positiewe denkwyse:

Die meerderheid van die deelnemers het berig dat die module 'n paradigmaskuif tot gevolg gehad het. Sommige het 'n meer positiewe ingesteldheid teenoor die lewe, sowel as hul beroepskeuse ontwikkel. Hulle was van mening dat dit aan hulle 'n breër lewensvisie verskaf het en dat dit bygedra het tot beter verhoudinge met hul kollegas en die gemeenskap.

❖ Beter tydsbestuur:

Die module het ook hul kennis, houding en gedrag ten opsigte van tydsbestuur verander. Hulle besef nou dat dit belangrik is om hul tyd doelbewus en effektief te bestuur. Op sy beurt het dit weer bygedra tot groter werksatisfaksie en produktiwiteit.

❖ Die SMART-beginsel:

Vir die meeste groeplede het die SMART-beginsel van doelwitformulering baie handig te pas gekom. Hulle kon hierdie beginsels toepas om nuwe doelwitte te formuleer en te bereik. Dit het 'n gevoel van prestasie en gevolglike groei in selfvertroue tot gevolg gehad. Na 'n verloop van meer as ses maande na die aanbieding van die module, stel hulle steeds nuwe doelwitte op nadat voriges bereik is.

❖ Die belang van gebalanseerde doelwitte:

Die voltooiing van die "Wheel of Balance"-vraelys het 'n groot impak op hul kennis en houding ten opsigte van die opstel van gebalanseerde doelwitte gehad. Van die deelnemers het spesifiek vermeld dat dit hul finansiële gedrag help verander het.

❖ Die impak van die module:

Die module het bygedra tot die groei in kennis, houding en gedrag van deelnemers ten opsigte van doelwitformulering. Hulle kon hul nuwe kennis aangaande die SMART-beginsel verbaliseer en het die belang van gebalanseerde doelwitte beklemtoon. Hulle is gemotiveerd om hul doelwitte te bereik en die deelnemers het berig dat hulle steeds op 'n daaglikse basis doelwitte opstel.

Uit die fokusgroepbesprekings is dit duidelik dat die Doelwitbeplanningsmodule wel 'n langtermyneffek op deelnemers se kennis, houding en gedrag gehad het.

Afdeling 4: Response op kernvrae en die implikasies daarvan

Die weergee van die response op die kernvrae en die interpretasie daarvan sal gestruktureer word volgens die module se uitkomste, relevantheid en effek. Hierin sal daar, ter insidentering, getranskribeerde weergawes van die deelnemers se response op die vrae ingesluit word. Die geskrewe kommentaar van die deelnemers op die fokusgroepskedule en die notas wat deur die moderator en navorsingsassistent afgeneem is, is ook ingesluit. Response wat geen direkte betrekking op die betrokke vraag gehad het nie, is uitgelaat. Die tendense wat uit die response en algemene bespreking van die kernvraag na vore gekom het, sal daarna weergegee word. Hierin sal daar veral aandag geskenk word aan gedagtes wat deur die meerderheid van die deelnemers (dus ≥7) geverbaliseer is.

1. Die uitkomste van die module

1.1 **Kernvraag:** "To what extent did you learn more about the **guidelines for the formulation of goals** through this program on?" *(The SMART - principle was used to explain this concept)*

❖ **Response**

1.) The information that came forward was extremely interesting and clear.
2.) It actually helps you to have a bigger mindset.
3.) The SMART - principle is very helpful if you apply it correctly.
4.) All your goals can not be the same and it is sometimes difficult to apply the SMART - principle.
5.) I knew some of the guidelines before, but the program refreshed my memory. It also made some points more clear and understandable.
6.) I learned that you must be committed and disciplined to reach a goal.
7.) You must believe that you can reach your goals.
8.) Some of the information that the social worker gave us we already knew, but it helps us to manage the future.
9.) I learned how to open myself to other people, and also learned how to manage anger and how to express my feelings towards other people. I also learned how to set my goals in life and how to manage them, and some of those goals I have already achieved.
10.) I learned new principles for setting goals.

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Die deelnemers het oor die algemeen:
- die module as besonder interessant en verstaanbaar ervaar,
- beleef dat dit goed is dat hul geheue weer verfris is,
- die waarde en toepassing van die SMART-beginsel van doelwitformulering geïnternaliseer,
- 'n breër lewensuitkyk ontwikkel,
- besef dat dit nie altyd maklik is om 'n doelwit op te stel of daarby te hou nie,
- tot die slotsom gekom dat dit deursettingsvermoë en selfdissipline verg om doelwitte te bereik,
- besef dat dit belangrik is dat 'n mens gebalanseerde doelwitte moet hê, en
- besef dat hulle binne die vermoë van hul inkomste moet leef.

Sommige deelnemers het berig dat hulle reeds van hul doelwitte bereik het. Die waarde van die totale Selfbestuursprogram in terme van veral die hantering van gevoelens, is vermeld.

1.2 Kernvraag: "To what extent did you learn more about the impact of **time management** on the achievement of **goals**? *(The importance and consequences of time management was discussed here)*

❖ **Response**

1.) *I learnt more about time management because now I know that time is very important in the SAPS.*
2.) *If you do not set out the time for a specific thing or something you want or wanted to do, you won't be able to reach your goals. Time plays a major role in your life these days.*
3.) *I learnt how important time is. You have to limit your goals according to time.*
4.) *A time frame is set to avoid stress.*
5.) *I knew something about it before I went to the college, but I wouldn't have passed my exams if I didn't learn more about effective time management.*
6.) *It helped us through the college. We wouldn't have achieved what we want if we didn't learn more about time management. Now it will help us a lot with our work outside. You have to be strict about your time when you work.*
7.) *Previously time was not important to me (before the course and workshop). I had no work and no time frame. Now I work and have to manage my time. I can apply the new knowledge I have gained.*
8.) *Before I did not know how to manage my time. I was always late. Now it is very important for my job – very relevant.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Die deelnemers het oor die algemeen tot die insig gekom dat:
- tydsbestuur 'n baie belangrike konsep is,
- 'n mens se doelwitte tydgebonde moet wees, en
- effektiewe tydsbestuur stres verminder.

Van die deelnemers het berig dat hulle voorheen altyd laat was, maar dat hulle na die module weet hoe om hul tyd beter te bestuur. Dit het hulle ook gehelp om hul basiese opleiding suksesvol te voltooi. Die module was dus besonder relevant vir hul persoonlike en professionele ontwikkeling.

1.3 Kernvraag: "To what extent did you learn more about the **different type of goals**? *(It included the discussion of short, medium and long term goals)*

❖ **Response**

1.) *To set goals is important –it is sometimes difficult to achieve your goals and nto always easy to stick with it.*
2.) *You have to be disciplined and motivated.*
3.) *Revise your goals and change if necessary.*
4.) *You must have a long-term goal, but you must evaluate and it can change.*
5.) *It is an achievement to reach a goal. It must be realistic.*
6.) *You must try to plan for the future because anything can happen in life.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Die groeplede het die volgende insig aangaande doelwitte geverbaliseer:
- Al is dit nie altyd maklik om dit te bereik nie, is dit belangrik om doelwitte te stel.
- Doelwitte moet realisties wees en moet gereeld hersien word.
- Doelwitbereiking verg selfdissipline.
- Langtermyndoelwitte is belangrik en noodsaaklik om voorsiening te maak vir die toekoms.

1.4 Kernvraag: "To what extent did you learn more about the planning of **life goals** and your **own goals**? *(It included the completion of the Questionnaire of the Wheel of Balance)*"

❖ **Response**

1.) No one has previously completed the questionnaire about the Wheel of Balance.
2.) Goals should be realistic and practical.
3.) It taught me the importance of balance in life – all the aspects that make you complete.
4.) Goals help you to evaluate where you are and where you want to be.
5.) It had a positive effect on my financial, spiritual and social life.
6.) It gives you balance in life, helps you to achieve your goals and have a bigger mindset.
7.) It taught me about my priorities and how to plan them.

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Vir al die deelnemers was dit die eerste keer dat hulle die "Wheel of Balance"-vraelys voltooi het en volgens hulle het dit:
- hulle die belang van 'n gebalanseerde lewe en doelwitte laat besef,
- hulle 'n evaluasie van hul lewensdoelwitte laat maak,
- 'n positiewe impak op hul finansiële, geestelike en sosiale funksionering gemaak, en
- hulle in staat gestel om hul doelwitte te bereik.

1.5 Kernvraag: "To what extent did you learn more about the **basic principles** for setting goals? *(It included the where, when and how of goal formulation and also involved the completion of the questionnaire of the Wheel of Balance)*

❖ **Response**

1.) It is very important to set goals and to be disciplined and motivated to achieve it.
2.) It was nice to write down your goals – it gives you perspective about what you want in life.
3.) It brings the goals to life.
4.) The basic principle for setting goals is very important because if you don't have a goal in life, your life will be meaningless and less important.
5.) I learnt about how, where and when to set goals and the very important "Wheel of life".
6.) To reach a certain standard in life, you must set goals and apply the basic principles to achieve that goal.

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Die deelnemers het na 'n verloop van sewe maande steeds die volgende insigte aangaande doelwitte gehad:
- Dit is belangrik om doelwitte te hê
- Dit is sinvol om doelwitte neer te skryf, want dit gee jou perspektief.
- Doelwitte gee sin en betekenis aan 'n mens se lewe.
- Ten einde jou doelwitte te bereik moet jy bepaalde beginsels toepas.

2. Die relevantheid van die module

2.1 Kernvraag: "To what extent did the module have a positive impact on your job performance/productivity?"

❖ **Response**

1.) *Time management is important for your Performance Enhancement Plan (PEP); you have to do things in a certain time.*
2.) *Now you know you must work very hard in your career.*
3.) *The interaction in the platoon helped me to get to know the others and to motivate me.*
4.) *If you have a goal in life you have to work harder in order to achieve those goals.*
5.) *It helped me to visualize my goals better and more effectively.*
6.) *You have to perform to get to a higher level and you must work hard to achieve a certain goal in life.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Oor die algemeen het die module die deelnemers gemotiveer tot groter produktiwiteit deur:
- hulle te help om hul doelwitte te visualiseer,
- hul verhouding met kollegas te verbeter, en
- hul tyd beter te bestuur ten einde hul werksdoelwitte wat tydens hul PEP-evaluering (Performance Evaluation Plan) gemeet word, te bereik.

Hulle het die insig ontwikkel dat harde werk tot die bereiking van hul doelwitte sal bydra.

2.2 Kernvraag: "To what extent were you able to apply the new knowledge and skills in your job?"

❖ **Response**

1.) *I use the information about planning in my work situation everyday.*
2.) *It is very important to plan in the beginning of every day.*
3.) *Now I have the ability to create ideas to be productive.*
4.) *Planning goals makes me more effective, more precise, more driven and determined to have a better life.*
5.) *Over time it improves productivity and working relations.*
6.) *Now we have the initiative to apply the knowledge and skills to perform on the job.*
7.) *We have to do certain things in a short time, so it did help me in different ways.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Oor die algemeen berig die deelnemers dat die module hulle gehelp het om:
- die kennis en vaardighede toe te pas deur aan die begin van elke dag te beplan,
- meer kreatief, effektief, presies, gedrewe en gedetermineerd te wees om 'n beter lewe te lei,
- take binne 'n korter tydsverloop af te handel,
- beter werksverhoudinge te handhaaf, en
- oor die algemeen meer produktief te wees.

2.3 Kernvraag: "To what extent did the module have a positive impact on your ability to cope with the challenges of life

❖ **Response**

1.) *It helps me to plan my goals and my future.*
2.) *It gives me guidelines in life.*
3.) *It helps me to stay positive, disciplined and motivated.*
4.) *You must challenge yourself to be what you want to be one day.*
5.) *It helped me to have a good outlook on life and always keep my head up high and try to serve the community and not to make any exception.*
6.) *It is positive in the way that it helps me to handle things with perspective and. I set myself limits and am more organized.*
7.) *I learned to do my finances properly and set out certain standards to achieve.*
8.) *It gave me self-confidence and trust.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Die deelnemers het beleef dat die module hulle toerus om die uitdagings in die lewe te hanteer deur:
- hulle in staat te stel om vir hul toekoms te beplan,
- hul finansies beter te hanteer,
- 'n positiewe ingesteldheid te bevorder,
- hulle toe te rus met dissipline, motivering en selfvertroue,
- aan hulle riglyne en grense te verskaf,
- meer georganiseerd te wees, en
- te word wat hulle graag wil wees.

Hulle is ook van mening dat hierdie module hulle in staat stel om alle lede van die gemeenskap beter te dien.

2.4 Kernvraag: "To what extent were you able to *apply* the new knowledge and skills in your daily life?"

❖ **Response**

1.) *Having a goal (financial) helps you to stick with it.*
2.) *It had a positive impact on finances and the way I manage it.*
3.) *It helped more in my personal life than in my job, especially sticking to a budget.*
4.) *It does not only help professionally but also financially.*
5.) *I started sharing the knowledge and I use it to get information that will help in my daily life. It helps you to become positive, face the challenges in life and to handle stress. I stopped delaying stuff. You know to what extend you can push yourself and what you can do if something goes wrong.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Die toepassing van die module-inhoud op hul daaglikse lewe het tot gevolg gehad dat die deelnemers:
- se finansies verbeter het,
- se finansiële doelwitte hulle gemotiveer het om by 'n begroting te bly,
- 'n positiewer gesindheid begin ontwikkel het,
- gemotiveerd was om nie meer uit stel nie,
- hul stres tans beter kan hanteer, en
- hul eie potensiaal beter besef het.

Hulle het ook al hierdie inligting met andere gedeel.

2.5 Kernvraag: "To what extent did the module increase your *job satisfaction*? "

❖ **Response**

1.) *You can't be happy in a job if you don't have a goal.*
2.) *I was not satisfied with my previous job. Not being satisfied leads to booking off-sick and absenteeism.*
3.) *I was not actually satisfied with the job I chose, but after this week, it challenged my way of thinking.*
4.) *It increased my job satisfaction.*
5.) *Being positive plays a big role in being happy in your job.*
6.) *I think it gave me a better understanding of life and people which will help me in my job. It also taught me that you must have goals in order to enjoy your job.*
7.) *You must have something to achieve in life, otherwise you will get nowhere.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Alhoewel die deelnemers nie altyd 'n onderskeid tussen die invloed van die module en die program as geheel getref het nie, was hulle mening:

- nou meer positief is,
- besef wat die invloed van jou gesindheid op jou werk is,
- besef het dat jy 'n doel moet hê om rigting aan jou lewe te gee,
- groter werksbevrediging ervaar wat weer tot groter produktiwiteit (minder afwesig en afsiek) sal bydra, en
- oor die algemeen meer tevrede is met hul beroepskeuse.

2.6 Kernvraag: "How would you rate the *value* of this module?

❖ **Response**

1.) *It changed my whole life and the way I live, to a positive mind set. I helped me to stick to my principles and choices.*
2.) *It helped professionally in working with the community. You have to be balanced to react well towards community members.*
3.) *It changed the whole way I live my life.*
4.) *Now I appreciate life and others and value life.*
5.) *I learnt a lot, but I think it differs from person to person depending on what you have learnt.*
6.) *I think it is a very good program.*
7.) *It motivated me to see what goals other people set and what goals I have set.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Die deelnemers het hierdie vraag meestal van toepassing gemaak op die totale Selfbestuursprogram. Hulle beskou dit as 'n baie goeie program wat oor die algemeen die volgende invloed op hulle gehad het:

- Dit het hul hele leefwyse verander.
- Hul denkwyse het verander en dit het hulle meer positief gemaak.
- Dit het hulle gehelp om hul beginsels beter toe te pas.
- Hulle waardeer die lewe en andere meer.
- Hulle lewer 'n beter diens aan die gemeenskap.
- Dit het hulle gemotiveer om doelwitte vir hulself op te stel.

2.7 Kernvraag: "How would you rate the *relevance* of this module?"

❖ **Response**

1.) This must be part of the Program.
2.) I realized the importance of having goals.
3.) It motivated you as a person and gives you focus in life.
4.) It is important to plan your future.
5.) The earlier in life you receive this program the better.
6.) I think it is almost 100% relevant to use as police officials.
7.) The motivation you get out of this program is enormous.

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Daar was algemene eenstemmigheid onder deelnemers dat die module baie motiverend en relevant vir die polisie is. Dit het hulle:
- laat besef hoe belangrik doelwitte en beplanning vir die toekoms is, en
- gemotiveer en fokus aan hul lewens verskaf.

Hulle het die mening uitgespreek dat dit steeds moet deel uitmaak van die Selfbestuursprogram.

3. Knowledge, attitudes and behaviour

3.1 Kernvraag: ": To what extent do you think did this program changed your **knowledge** on the subject of/ your own Planning of Goals? "

❖ **Response**

1.) I did no think planning of gaols was important before the training.
2.) I realised that gaols must be more realistic and I have to make an effort to achieve it.
3.) I did have some knowledge before but I understood it better after training.
4.) The "Wheel of Balance" was new knowledge.
5.) I leaned how to set goals
6.) The SMART – principle taught me about realistic goals and the difference between goals and dreams.
7.) Yes, it changed my knowledge by being responsible and to think as a police member.
8.) My goals are different from the first time I attended this program. I have a vision for my life.

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Konsepte soos die SMART-beginsel en die "Wheel of Balance" was voor die aanbieding van die module onbekend aan sommige van die deelnemers, maar volgens hulle het die module:
- hulle laat besef dat doelwitte belangrik is,
- hulle toegerus met kennis en vaardighede om doelwitte op te stel,
- hulle gehelp om die verskil tussen 'n doelwit en 'n droom te verstaan,
- aan hulle rigting verskaf oor hoe om die lewe beter te benader, en
- daartoe bygedra dat hulle meer verantwoordelik is en professioneel dink.

3.2 Kernvraag: "To what extent do you think did this program change your **attitude** on the subject of Planning of Goals?

❖ **Response**

1.) *Now I know I have to stick to my goals.*
2.) *It helped me to be more responsible and positive, as well as committed to my goals.*
3.) *It gave me perspective towards my life.*
4.) *You have to stick to what you want to reach.*
5.) *My attitude changed a lot about life. You must think positive - never negative.*
6.) *The attitude of planning is to be professional in such a manner that the goal you achieve was successful.*
7.) *I was sceptical about the program because I confused goals with dreams. I always thought that goals are never achieved, but the SMART - principle taught me differently.*
8.) *I made me feel proud to be part of SAPS and to serve the community.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Die module het bygedra tot die verandering van die deelnemers se houdings teenoor:
- hul toewyding aan hul doelwitte,
- hul verantwoordelikheidsbesef,
- beplanning en die lewe oor die algemeen,
- die feit dat daar 'n verskil tussen die bereikbaarheid van drome en doelwitte is en
- 'n gevoel van trots om 'n SAPD-lid te wees en die gemeenskap te dien.

3.3 Kernvraag: "To what extent do you think did this program change your **behaviour** regarding your Planning of Goals?

❖ **Response**

1.) *I am more organized and plan set goals for my life. I have weekly goals but most goals are for day to day basis.*
2.) *I still set goals when the former ones are reached.*
3.) *Previously I thought that everyday must come as it comes, but after the program my behaviour changed. Now I set a goal for the day when I wake up in the morning.*
4.) *My behaviour is more organized and I think more clearly about what the community expects of me.*
5.) *I am 60% more focussed and determined.*
6.) *I feel more equipped to act more respectful patient toward others.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Van die deelnemers het berig dat hulle voor die module geen doelwitte gehad het nie, maar dat hul gedrag sedertdien op die volgende wyses verander het:
- Hulle stel daaglikse en weeklikse doelwitte op.
- Nadat vorige doelwitte bereik is, stel hulle steeds nuwes op.
- Hulle is meer georganiseerd, gefokus en vasberade.
- Hulle is beter toegerus om geduldig te wees en respek te bewys.

ADDENDUM 10:
OPSOMMING VAN FOKUSGROEPBESPREKINGS:
MODULE 3: SELFKENNIS

Die meegaande uiteensetting bevat 'n opsomming van die data wat deur die benutting van fokusgroepe gegenereer is, asook 'n interpretasie van die betrokke data. In die besprekings is daar van 'n totaal van 13 kernvrae as 'agenda' gebruik gemaak. Dié vrae het drie fasette van die program-impak gedek, naamlik die mate waartoe die module sy uitkomste bereik het, die relevantheid van die intervensie en die effek wat dit op die respondente se kennis, houding en gedrag gehad het.

In die uiteensetting sal daar, naas die identifiserende besonderhede en standaard inleidende stelling, op die oorhoofse resultate van die besprekings (Afdeling 3) en die aard en implikasies van response op individuele kernvrae (Afdeling 4) gelet word. Deurdat die groepe in Engels gehou is, sal die response in hierdie taal weergegee word, terwyl die interpretasies in Afrikaans sal wees.

Afdeling 1: Identifiserende besonderhede

Plek waar sessies gehou is:	***George & Pretoria Sentraal***			
Datum van sessies:	2005-08-01 / 05			
Getal deelnemers	22			
Geslag van deelnemers	1. *Manlik* **20**		2. *Vroulik* **2**	
Ras van deelnemers	1. Indiër -	2. Swart **14**	3. Bruin **8**	4. Wit -

Afdeling 2: Standaard inleidende stelling tydens groepbesprekings

Welcome once again!

About six months ago, you started your Basic Training in a SAPS Training Provision Institution. This training included *"Theme 3: Self-Management"* that was presented to you by a Police Social Worker. The goal of that program was to empower you with certain knowledge and skills for your future in the SAPS.

Now you have been selected as a member of a discussion group in a research project into the effectiveness of the ***"Self-Management"*** programme. This program 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 - it will 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 will be published in a Ph.D. thesis at the North-West University.

Afdeling 3: Opsomming van resultate

Die resultate van die groepbesprekings en die response op individuele kernvrae (sien Afdeling 4) kan in vier kategorieë, naamlik die Johari Venster, selfaanvaarding, beter verhoudings en 'n positiewe lewensuitkyk verdeel word.

❖ Johari Venster

Vir al die deelnemers was die Johari Venster 'n nuwe toevoeging tot hul kennisbasis. Dit was vir hulle positief om hulself deur middel van ander se sienings beter te leer ken en dit blyk 'n effektiewe hulpmiddel te wees om selfkennis te bevorder. Die konsep van die Johari Venster was na 'n verloop van ongeveer sewe maande steeds aan hulle bekend.

❖ Selfaanvaarding:

Die module het 'n positiewe invloed op die groeplede se selfbeeld gehad en hulle was positief oor die invloed wat dit op hul selfaanvaarding en gepaardgaande toename in selfvertroue gehad het. Hulle het ook verskeie kere melding gemaak van die feit dat hulle nou besef hoe belangrik selfkennis vir hul persoonlike sowel as professionele groei, is.

❖ Beter verhoudings:

Die groeplede het berig dat die module 'n direkte positiewe invloed op hul persoonlike verhoudings, verhoudings met kollegas en verhoudings met gemeenskapskapslede gehad het. Hulle is van mening dat hul sosiale vaardighede ontwikkel het en dat hulle nou meer ontspanne, konsiderend en vriendelik optree.

❖ Positiewe lewensuitkyk:

Die konsep van selfkennis is baie abstrak en die deelnemers het dit moeilik gevind om dit wat hulle geleer het, te verwoord. Hulle het egter beleef dat die module 'n meer positiewe lewensuitkyk tot gevolg gehad het en dat hulle 'n "sukses-mentaliteit" ontwikkel het. Hulle is ook van mening dat hulle vanweë die module meer professioneel en verantwoordelik optree.

Die fokusgroepbesprekings het aangedui dat die module 'n blywende effek op deelnemers se kennis, houding en gedrag gehad het.

Afdeling 4: Response op kernvrae en die implikasies daarvan

Die weergee van die response op die kernvrae en die interpretasie daarvan sal gestruktureer word volgens die module se uitkomste, relevantheid en effek. Hierin sal daar, ter insidentering, getranskribeerde weergawes van die deelnemers se response op die vrae ingesluit word. Die geskrewe kommentaar van die deelnemers op die fokusgroepskedule en die notas wat deur die moderator en navorsingsassistent afgeneem is, is ook ingesluit. Response wat geen direkte betrekking op die betrokke vraag gehad het nie, is uitgelaat. Die tendense wat uit die response en algemene bespreking van die kernvraag na vore gekom het, sal daarna weergegee word. Hierin sal daar veral aandag geskenk word aan gedagtes wat deur die meerderheid van die deelnemers (dus ≥ 7) geverbaliseer is.

1. Die uitkomste van die module

1.1 **Kernvraag:** "To what extent did you **learn more about yourself** through the program on self-knowledge?" *(The Johari Window was used to explain this issue)*

❖ **Response**

1.) I noticed that I can reach something if I set my mind to it and stay focussed.
2.) It's better to listen before you react.
3.) If I set myself to something and want to be a considerate person, I must stay focussed.
4.) Only you can make a success of your career.
5.) I must take responsibility for my actions and act like a grown-up.
6.) If you are really determent to do something, you can do it.
7.) The program helps you to live out who you are.

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Die deelnemers het tot die volgende insig aangaande hulself gekom:
- Indien jy gedetermineerd is en jou ingesteldheid regkry, stel dit jou in staat om jou doelwit te bereik.
- Dis belangrik om gefokus te bly.
- Jy is self verantwoordelik vir jou aksies en loopbaansukses.
- Dit is beter om eers te luister voordat jy reageer.

Daar was sterk aanduidings dat die aanbieding van hierdie abstrakte onderwerp 'n interne lokus van kontrole tot gevolg gehad het.

1.2 **Kernvraag:** "To what extent did you learn more about the **aspects** of the **self-concept**?" *(This includes aspects such as physical, intellectual self, etc.)*

❖ **Response**

1.) Now you know what you are capable of doing.
2.) You learn more from others about yourself; you discover your weak points.
3.) I can apply what I have learnt outside.
4.) Keep the module in the program; it helps you to discover your weak points as well as your strengths.
5.) It is good to hear that even if you are not looking good, you can still have good self-concept.
6.) It helps you to be disciplined, motivated and organized.

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Alhoewel die deelnemers nie hierdie vraag direk beantwoord het nie, was hul antwoorde van toepassing op die totale Selfkennismodule. Volgens die deelnemers kon hulle vanweë die module:
- hul kennis in die praktyk toepas,
- hul potensiaal besef,
- hulself beter leer ken deur ander se menings, en
- aanvaar dat hulle steeds 'n goeie selfkonsep kan hê ten spyte van 'n minder goeie voorkoms.

1.3 Kernvraag: "To what extent did you learn more about the **importance** of a person's **self-concept**?*(This included aspects like how self-esteem is developed, methods of developing self-esteem and characteristics of self-image)*

❖ **Response**

1.) It creates a positive outlook, positive mind set.
2.) It help you to stick to what is right in life.
3.) You learn more about yourself through feedback from others and you can change to who you want to be.
4.) The importance of the person's self-concept was reemphasized – it provides you with guidelines for development.

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Oor die algemeen het deelnemers besef dat jou selfkonsep belangrik is omdat:
- dit jou help om jou waardes toe te pas,
- dit bydra tot 'n positiewe lewensuitkyk, en
- andere se terugvoer kan bydra tot positiewe selfverandering.

Die konsep van selfkennis is abstrak van aard en dit blyk moeilik te wees om die waarde daarvan te verwoord.

2. Die relevantheid van die module

2.1 Kernvraag: "To what extent did the module have a positive impact on your job performance/productivity?"

❖ **Response**

1.) Now I am doing everything to the fullest I can.
2.) If you don't have self-knowledge, you can't be productive.
3.) I realise that motivation comes from within.
4.) It helped a lot to help other people. You can only do that if you know yourself.
5.) I relate better to my colleagues.
6.) It helps you to work in the community, because you are more reliable.
7.) Positive thinking comes from yourself not other people or your parents.

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Alhoewel sommige van die deelnemers van mening was dat 'n mens nie produktief kan wees sonder selfkennis nie, het hulle die waarde van die module nie net tot hul werksprestasie en produktiwiteit beperk nie.

Volgens die deelnemers het die module tot gevolg gehad dat:
- hulle nou meer gemotiveerd is en alles voluit doen,
- hul verhoudings met kollegas en die gemeenskap verbeter het, en
- hulle besef dat motivering intern van aard is.

2.2 Kernvraag: "To what extent were you able to apply the new knowledge and skills in your job?"

❖ **Response**

1.) It helps you to express who you are and not to try to be someone else.
2.) Now I can work better with the community.
3.) I work in an orderly manner now.
4.) I learnt about self-control and behaviour towards people.
5.) Self-knowledge helps you to be more precise and determent.
6.) It helped me to be friendly with everyone.

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Die deelnemers het die waarde van die Selfkennismodule in die werksplek meestal met hul verhoudings verbind. Volgens hulle het die module tot gevolg gehad dat hulle:
- beter met die gemeenskap kan werk,
- meer selfbeheersing in gedrag teenoor ander kan uitoefen, en
- oor die algemeen vriendeliker is.

Sommige het ook berig dat die module hulle gehelp het om meer opreg, ordelik, presies en vasberade te wees.

2.3 Kernvraag: "To what extent did the module have a positive impact on your ability to cope with the challenges of life

❖ **Response**

1.) To get married to someone who complements you, you have to have self-knowledge.
2.) It builds up good self-esteem.
3.) If you are physically prepared and if you know yourself, you will be able to overcome anything.
4.) I'm more positive because I know I have the strength to cope with the challenges in life.

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Die deelnemers was van mening dat die module hulle gehelp het om 'n beter selfbeeld op te bou. Dit het hulle bewus gemaak van hul innerlike krag wat nodig is om die uitdagings van die lewe te hanteer. Hulle kon ook die praktiese toepassing van die module verbaliseer deur dit van toepassing te maak by die keuse van 'n huweliksmaat.

2.4 Kernvraag: "To what extent were you able to *apply* the new knowledge and skills in your daily life?"

❖ **Response**

1.) I can't remember this part.
2.) I am more relaxed around other, more confident, more who I really am.
3.) It enhanced my social skills.
4.) It helped me to be more considerate, sharing and friendly.
5.) It enabled me to work hard and support myself.
6.) It was not difficult to apply the knowledge and skills.

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Waarskynlik vanweë die abstrakte aard van die onderwerp, kon sommige van die deelnemers nie hierdie gedeelte van die module onthou nie. Ander was van mening dat die module daartoe bygedra het dat:
- hul sosiale vaardighede ontwikkel het,
- hulle meer ontspanne is en meer selfvertroue het,
- hulle meer bedagsaam en vriendelik optree, en
- hulle meer produktief is.

2.5 Kernvraag: "To what extent did the module increase your *job satisfaction*? "

❖ **Response**

1. *It helped me to concentrate on my job.*
2. *When you get a task and you know to what extent you are capable of doing it, you will be able to help other people.*
3. *When you know yourself, it will be easier to know where to start with a task.*
4. *It changed my attitude and perspective towards others and in this job.*
5. *I deal with a lot of people, that's why I have to enjoy my work. In that way I can also satisfy the other people that I work with.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Die deelnemers het die waarde van selfkennis direk met beter taakuitvoering verbind. Hulle het oor die algemeen ook gevoel dat hul werksatisfaksie danksy die module verbeter het, aangesien:
- hul konsentrasie verbeter het,
- hulle take makliker sal aanpak en afhandel,
- hul houding teenoor andere en hul werk verander het, en
- beter menseverhoudinge 'n direkte invloed op hul werk het.

2.6 Kernvraag: "How would you rate the *value* of this module?

❖ **Response**

1. *I learnt more about myself.*
2. *I discovered my true self through others.*
3. *It made a positive impact, I accept myself for who I am.*
4. *It has value on personal, as well as professional level.*
5. *You learn more about your self-image and what type of person you are.*
6. *It is very valuable.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Die deelnemers het berig dat die module se waarde op professionele sowel as persoonlike vlak was. Die waarde het veral daarin gelê dat die module selfkennis en –aanvaarding bevorder het.

2.7 Kernvraag: "How would you rate the *relevance* of this module?"

❖ **Response**

1. *If you can do the things that you have learnt, you will learn more about people in general.*
2. *Now I imagine myself as successful and developed a "I can do it –attitude".*

3. *It is relevant.*
4. *If you know who you are, you will be able to handle many circumstances positively.*
5. *It made a positive impact in my life - it helped me to accept myself.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Die student-konstabels was oor die algemeen van mening dat die module relevant is. Dit het hulle in staat gestel om:
- hulself te aanvaar,
- meer van mense oor die algemeen te leer, en
- 'n sukses-mentaliteit te ontwikkel.

3. Knowledge, attitudes and behaviour

3.1 Kernvraag: "To what extent do you think did this program change your **knowledge** on the subject of/ your own self-knowledge? "

❖ **Response**

1. *100% of the respondents learnt something new in the Johari Window.*
2. *It created a better understanding of self-knowledge.*
3. *It's like putting into words what life is teaching.*
4. *I have upgraded my knowledge.*
5. *This was like the theoretical part of what life teaches us.*
6. *Before the module I didn't have any knowledge of self-knowledge.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Vir al die deelnemers was die inligting oor die Johari Venster 'n nuwe toevoeging tot hul kennisbasis. Volgens die deelnemers het die module:
- hulle 'n beter begrip oor die konsep van selfkennis gegee,
- hul kennis oor die algemeen vermeerder, en
- hulle 'n teoretiese begronding ten opsigte van hul lewenservaring gegee.

3.2 Kernvraag: "To what extent do you think did this program change your **attitude** on the subject of self-knowledge?"

❖ **Response**

1. *The Johari Window was something new I learnt in the module.*
2. *It is difficult to put it in words, but I know I have learnt something.*
3. *It creates better understanding.*
4. *I learnt the Importance of aspects such as self-knowledge.*
5. *I realised that I must be more helpful because people rely on me.*
6. *You must be positive towards other people.*
7. *Be transparent.*
8. *I was a closed person, now I am more open to people, I have more self-confidence.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Dit was vir die deelnemers moeilik om dit wat hulle geleer het, te verwoord. Alhoewel hulle nie noodwendig kan onderskei of die verandering plaasgevind het op die kennis-, houding- of gedragsdimensie nie, kon hulle die volgende veranderinge verwoord:

- Hulle is meer openlik en deursigtig.
- Hulle besef die waarde van selfkennis en het 'n beter begrip ontwikkel.
- Hulle het meer selfvertroue ontwikkel.
- Hulle is meer positief en hulpvaardig.

3.3 Kernvraag: "To what extent do you think did this program change your **behaviour** regarding your self-knowledge?"

❖ **Response**

1. *I realize the importance of self-knowledge.*
2. *You must be positive towards others in order to be respectful.*
3. *I learnt how to behave towards others.*
4. *I must know who I am, focus on my goal and achieve it.*
5. *I must be an example.*
6. *I decided to live more transparently.*
7. *I am now behaving more professionally and responsible because of the program.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Die deelnemers kon nie werklik spesifieke gedragsveranderinge verwoord nie, maar het die feit dat hulle meer verantwoordelik en professioneel is, aan die module toegeskryf.

ADDENDUM 11:
OPSOMMING VAN FOKUSGROEPBESPREKINGS:
MODULE 6: PROBLEEMOPLOSSING

Die meegaande uiteensetting bevat 'n opsomming van die data wat deur die benutting van fokusgroepe gegenereer is, asook 'n interpretasie van die betrokke data. In die besprekings is daar van 'n totaal van 13 kernvrae as 'agenda' gebruik gemaak. Dié vrae het drie fasette van die program-impak gedek, naamlik die mate waartoe die module sy uitkomste bereik het, die relevantheid van die intervensie en die effek wat dit op die respondente se kennis, houding en gedrag gehad het.

In die uiteensetting sal daar, naas die identifiserende besonderhede en standaard inleidende stelling, op die oorhoofse resultate van die besprekings (Afdeling 3) en die aard en implikasies van response op individuele kernvrae (Afdeling 4) gelet word. Deurdat die groepe in Engels gehou is, sal die response in hierdie taal weergegee word, terwyl die interpretasies in Afrikaans sal wees.

Afdeling 1: Identifiserende besonderhede

Plekke waar sessies gehou is:	***George & Pretoria Sentraal***			
Datum van sessies:	2005-08-01 / 05			
Getal deelnemers	21			
Geslag van deelnemers	1. *Manlik* **19**		2. *Vroulik* **2**	
Ras van deelnemers	1. Indiër -	2. Swart **13**	3. Bruin **8**	4. Wit -

Afdeling 2: Standaard inleidende stelling tydens groepbesprekings

Welcome once again!

About six months ago, you started your Basic Training in a SAPS Training Provision Institution. This training included *"Theme 3: Self-Management"* that was presented to you by a Police Social Worker. The goal of that program was to empower you with certain knowledge and skills for your future in the SAPS.

Now you have been selected as a member of a discussion group in a research project into the effectiveness of the ***"Self-Management"*** programme. This program 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 - it will 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 will be published in a Ph.D. thesis at the North-West University.

Afdeling 3: Opsomming van resultate

Die oorhoofse resultate van die groepbesprekings en die response op individuele kernvrae (sien Afdeling 4) kan in vier kategorieë verdeel word. Dit is naamlik dié wat betrekking het op begrotings, swak en positiewe finansiële gedrag, die impak van die module en die algemene waarde van die Selfbestuursprogram.

❖ Sesstap-probleemoplossingsmodel:

Al die groeplede (student-konstabels) het berig dat hulle vir die eerste keer tydens die module van die sesstap-probleemoplossingsmodel gehoor het. Dit het hulle veral toegerus met konkrete, praktiese kennis vir 'n abstrakte konsep soos probleemoplossing. Alhoewel sommige van mening was dat hulle die proses dalk onbewustelik gevolg het, het die teoretiese model hulle met kennis bemagtig om dit meer stapsgewys te doen. Na verloop van meer as sewe maande het sommige berig dat hulle steeds hierdie kennis in hul persoonlike sowel as professionele lewens toepas. Ander was van mening dat hulle nog nie die geleentheid gehad het om dit werklik in die praktyk toe te pas nie, aangesien hulle nog te kort met die publiek werk.

❖ Houding ten opsigte van probleme:

Die module het tot gevolg gehad dat die deelnemers besef het dat die teenwoordigheid van probleme normaal is en oor die algemeen het hulle ook 'n meer positiewe houding daarteenoor gehad. Hulle beskou dit nou as 'n uitdaging en het meer selfvertroue om dit aan te pak, in teenstelling met 'n tendens van vermyding wat hulle voor die module geopenbaar het. Hulle berig ook dat hulle nou meer bereid sal wees om te waag en volhardend na oplossings te soek. Dit wil dus voorkom asof hierdie module veral 'n impak op die vlak van houdingsverandering teweeg gebring het.

❖ Impak op die rol as polisiebeampte:

Die student-konstabels besef dat probleemoplossingsvaardighede 'n essensiële deel van 'n gemeenskapspolisiëringsbeampte se mondering uitmaak. Hulle meen dat die module besonder relevant is vir hul professionele rol, maar het berig dat hulle die kennis en vaardighede ook in hul persoonlike lewens kan toepas. Die module het hulle bemagtig om beter verhoudings te handhaaf en oor die algemeen 'n beter diens aan die publiek te lewer.

❖ Waarde van die totale Selfbestuursprogram:

Die invloed en waarde van die totale Selfbestuursprogram (wat probleemoplossing insluit) het ook tydens die groepbesprekings na vore gekom. Dit dui op die geïntegreerdheid van lewensvaardighede en soos met die bespreking van ander modules (sien Addendums 8,10-12) het dit geblyk dat die totale program 'n groot invloed op veral hul motivering, selfkennis en selfvertroue gehad het. Dit het 'n toevoeging tot hul kennis, houding en gedrag meegebring wat hulle op professionele sowel as individuele vlak kon toepas.

Uit die fokusgroepbesprekings kan daar tot die gevolgtrekking gekom word dat die module steeds op die langtermyn 'n effek op die deelnemers se kennis, houdings en gedrag het.

Afdeling 4: Response op kernvrae en die implikasies daarvan

Die weergee van die response op die kernvrae en die interpretasie daarvan sal gestruktureer word volgens die module se uitkomste, relevantheid en effek. Hierin sal daar, ter insidentering, getranskribeerde weergawes van die deelnemers se response op die vrae ingesluit word. Die geskrewe kommentaar van die deelnemers op die fokusgroepskedule en die notas wat deur die moderator en navorsingsassistent afgeneem is, is ook ingesluit. Response wat geen direkte betrekking op die betrokke vraag gehad het nie, is uitgelaat. Die tendense wat uit die response en algemene bespreking van die kernvraag na vore gekom het, sal daarna weergegee word. Hierin sal daar veral aandag geskenk word aan gedagtes wat deur die meerderheid van die deelnemers (dus ≥7) geverbaliseer is.

1. Die uitkomste van die module

1.1 **Kernvraag:** "To what extent did you learn more about what a **decision** is and **why** it sometimes is so **difficult** to **make a decision**?"

❖ **Response**

1.) *A decision for us as police officials will be difficult because there is a thin line between right and wrong.*
2.) *A decision is what you decide and why you decided to do that, as well as the consequences of your decision.*
3.) *You get different advice and information from different people.*
4.) *Short term solutions are usually long term problems.*
5.) *Sometimes in life you have to make difficult decisions. Some decisions will require that you make use your own discretion, e.g. you are called out on two cases: one is a burglary where no one is home or the other one is domestic violence where one's life is at stake.*
6.) *Decisions are hard to make if you think there is only one solution / you don't know what you want.*
7.) *A decision is something that changes the course of your life. Sometimes you get hurt through decisions. Sometimes you have to loose something through decisions you make.*
8.) *To make decisions is difficult because you would like to see results and must make the right decision.*
9.) *You always want to make the right decision and it is difficult because you cannot see in the future. So you will not know beforehand whether you made the right decision. You get different advice.*
10.) *It has helped me to know how to deal with things. I have to make my own decisions when I experience problems. To make decisions is difficult because each and everyone have their own opinion.*
11.) *When you are biased it's difficult to make a decision.*
12.) *When someone else is involved, it is more difficult to make a decision.*
13.) *Decisions are very different from each other; some are simple and others are more complex.*
14.) *Some decisions are very complex.*
15.) *Consequences are part of the decision.*
16.) *It was just reemphasizing what I already knew - made it clearer.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Na aanleiding van die module het die deelnemers die volgende insigte ten opsigte van besluite getoon:
- Alhoewel sommige besluite meer kompleks as ander is, het alle besluite bepaalde konsekwensies.
- Daar is sommige faktore wat dit moeiliker maak om tot 'n besluit te kom, byvoorbeeld wanneer jy verskillende advies kry, daar ander mense betrokke is, jy bevooroordeeld is en indien jy nie weet wat jy wil hê nie.

Hulle het die belang van besluitneming binne die SAPD besef, aangesien iemand se lewe van hul besluitnemingsvermoë kan afhang.

1.2 Kernvraag: "To what extent did you learn more about the **problem-solving strategy"**

❖ **Response**

1. *It helped me to think of a problem as a challenge. To change the vision of a problem makes it easier to handle.*
2. *You have to have the right attitude, evaluate and analyse the problem and plan what you have to do.*
3. *It creates stress if you can't solve a problem.*
4. *It helps you to make a decision and know that it is the right choice you have made. Planning and evaluation are important steps in the problem-solving process.*
5. *I think by using the six steps you will be confident enough about what you are doing / solving a problem.*
6. *The six systematic steps helped a lot.*
7. *It introduced me to things you must check or you can adhere to when solving problems.*
8. *I learnt how to solve problems and the consequences thereof.*
9. *You must analyze the problem, plan what you have to do and try to solve the problem.*
10. *It helps you to learn from experienced people, like seniors.*
11. *Most of the participants haven't heard about the six steps before the module.*
12. *The six steps give you more insight in how you solve problems.*
13. *It just gives logical process on how to solve problems.*
14. *You may have done it, but you didn't know it.*
15. *They realised that there is more than one solution to a problem.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Alhoewel sommige deelnemers van mening was dat hulle dalk die sesstap-probleemoplossingsmodel onbewustelik gevolg het, het hulle vir die eerste keer tydens die module-aanbieding daarvan gehoor. Dit het bygedra tot hul nuwe insigte aangaande probleemoplossing, naamlik dat:

- hulle probleme nou as uitdagings beskou,
- die sesstapmodel 'n effektiewe wyse is om probleme op te los,
- effektiewe probleemoplossing stres verminder,
- daar meer as een oplossing vir 'n probleem is, en
- 'n mens altyd vir kollegas of seniors om hulp kan nader.

1.3 Kernvraag: "To what extent did you learn more about *your own* **problem-solving strategy**?"

❖ **Response**

1. *Firstly I must face up to the problem and then solve it in an analytical manner.*
2. *I did learn some tactics to solve my problems by thinking positive about what happen.*
3. *I did learn some of the tactics to solve my problem. Thinking positively about what happened and going through the six steps is very helpful.*
4. *It introduced me to the strategy of solving problems and its steps.*
5. *I would like to solve a problem as fast as possible.*
6. *Talk to other people. Ask for help.*
7. *Check your attitude.*
8. *Don't think that a problem has only one possible solution.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Die module het die deelnemers aan 'n nuwe benadering tot probleemoplossing bekend gestel en hulle het tot die insig gekom dat:

- 'n mens eers moet erken dat jy 'n probleem het, voor jy dit kan oplos,

- jou houding reg moet wees, en
- 'n probleem nie noodwendig net een oplossing het nie.

2. Die relevantheid van die module

2.1 Kernvraag: "To what extent did the module have a positive impact on your job performance/productivity?"

❖ **Response**

1. *Do not give up the first time a solution isn't successful. See what you have done wrong and rectify it.*
2. *I ma now more committed than ever.*
3. *I am still waiting to use this in my work, but I think it will help if you stay focussed and positive in your job.*
4. *It helped me because if I accept that problems are a part of our live, I shouldn't stress very much when coming across problems at work, but it should motivate me to perform even better.*
5. *Currently it is too soon to comment, but I will be able to make decisions and solve problems.*
6. *You know how to solve problems. You can ask people to help to assist you in solving a problem.*
7. *It is important in any career to make the right decision or to solve a problem. If you listened to the group discussion you will be able to solve problems.*
8. *It makes you feel that you can work with others – feeling comfortable with other people.*
9. *I have the knowledge of solving different problems.*
10. *I think I will be able to apply the knowledge.*
11. *Although we have only been working on the station for two weeks, we will be able to apply this with the community, in the Community Service Centre, with complainants and it helps you to become open-minded.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Alhoewel almal nog nie praktiese ervaring van die toepassing binne die werksplek gehad het nie, het hulle oor die algemeen berig dat die module hulle toegerus het met kennis en vaardighede wat hulle in staat stel om:

- beter verhoudinge te handhaaf,
- probleme op te los sonder onnodige stres,
- te besef dat probleme deel van die lewe is, en
- 'n beter diens aan die gemeenskap te lewer.

Die Selfbestuursprogram het hulle oor die algemeen gehelp om meer gemotiveerd en toegewyd te wees.

2.2 Kernvraag: "To what extent were you able to apply the new knowledge and skills in your job?"

❖ **Response**

1. *Now I know how to face circumstances.*
2. *I share my knowledge that I have gained with my colleagues.*
3. *I'm still looking forward to apply this in my job. In group discussion at my station it is helps a little because we discuss a lot and we have to make decision at the end of the day.*
4. *I can apply the steps of problem solving when solving my problems which make the job easier.*
5. *Too soon to comment, but I would be able to apply these skills in the future.*
6. *I help people in need and try to be positive towards them.*

7. *You can ask for help form colleagues to solve problems.*
8. *I can apply the six steps in my job.*
9. *I know you don't have to prove yourself but accept yourself and that you are acceptable to others.*
10. *It enhanced confidence and strength.*
11. *I will be more open-minded about problem solving.*
12. *So far didn't not have had the chance to apply my knowledge but as my career progresses I will definitely have chance to use the relevant knowledge.*
13. *Yes, it is easy to apply.*
14. *Make the example in the exercise in the program more practical to your real-life situation.*
15. *Our job is about problems.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Vanweë die feit dat die deelnemers nie lank op hul standplase uitgeplaas is nie, het hulle nog nie veel geleentheid gehad het om hul kennis en vaardighede in die werksplek toe te pas nie. Hulle verbind dit egter met hulle repertoire van algemene lewensvaardighede en is van mening dat:

- hulle beter toegerus is om situasies te hanteer
- hulle 'n oper gemoed teenoor ander het, en
- die module hulle met meer selfvertroue toegerus het.

Alhoewel die deelnemers van mening is dat hulle die nuutverworwe kennis en vaardighede effektief binne die SAPD sal kan toepas, het hulle aanbeveel dat die voorbeelde wat tydens die module gebruik word, meer polisie-verwant moet wees.

2.3 Kernvraag: "To what extent did the module have a positive impact on your ability to cope with the challenges of life

❖ **Response**

1. *It helps me to stand firm if you cannot overcome something the first time – keep on trying.*
2. *It has given me confidence and strength to go through life.*
3. *Positive thinking will give you positive results. You will never learn anything in life if you don't have challenges.*
4. *It teaches me how to deal with problems and come up with solutions.*
5. *All of us have challenges in life and you must find solutions to cope with it or to handle it. If you are positive, you will overcome it.*
6. *It helped me to realise that you can seek outside assistance if you are not able to solve the problem. You can ask for help.*
7. *Before the module I had a super-critical attitude and was self-belittling.*
8. *I am more willing to deal with life's challenges – the specific six-step formula helps a lot.*
9. *By using the six steps in problem solving, it helps me to cope.*
10. *It made me positive to deal with problems and to find solutions.*
11. *It gave me confidence and strength to deal with problems.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Die deelnemers het die module as besonder motiverend beleef in die sin dat:

- hulle meer positief is as wat hulle voor die aanbieding was,
- hulle meer bereidwilligheid en selfvertroue het, en
- hulle meer volhardend sal probeer om probleme op te los.

Die Selfbestuursprogram het ook tot gevolg gehad dat hulle nie meer krities en verkleinerend teenoor hulself staan nie. Hul algemene houding is meer positief en hulle het meer innerlike krag en selfvertroue om die uitdagings in die lewe te hanteer.

2.4 Kernvraag: "To what extent were you able to *apply* the new knowledge and skills in your daily life?"

❖ **Response**

1. *I know how to deal with problems. To avoid problems is being like a boomerang.*
2. *It helped me to be more productive and helpful at my work.*
3. *The knowledge that you gain from this programme can make things better if you keep on applying the skills.*
4. *You have to have a good attitude in order to make decisions to be positive, even though you experience problems in life.*
5. *You know how to react towards people and what skills you must apply.*
6. *It is important to stay positive. Have the right attitude.*
7. *Don't avoid problems – handle it.*
8. *I am prepared to risk more and it helped me a lot to deal with stress.*
9. *I look at the problem first and afterwards I try to find a solution to the problem.*
10. *I have been using this knowledge and skills in my daily life and is still using it.*
11. *The program help you to evaluate the problem, face it and not avoid*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Die deelnemers het berig dat hulle die nuutverworwe kennis in hul daaglikse lewens toepas deur:
- 'n positiewe houding teenoor probleme te openbaar en positief te bly,
- bereid te wees om meer te waag en,
- probleme te hanteer in plaas daarvan om dit te vermy.

Hulle is ook van mening dat die module bygedra het tot beter menseverhoudinge en verhoogde produktiwiteit.

2.5 Kernvraag: "To what extent did the module increase your *job satisfaction*? "

❖ **Response**

1. *To be open-minded when you have to make that split second decision.*
2. *It is not yet applicable but is can make things positive.*
3. *I am satisfied with the work I'm doing by serving the community.*
4. *It is important to be confident in solving problems.*
5. *You must take your problems confidently to increase you job satisfaction.*
6. *Before the module I was aggressive, suspicious, jealous and moody.*
7. *In SAPS many people will come to you and ask for guidance. I think this programme helped me because I will be able or try to help solve those problems, and help them in a correct and professional manner.*
8. *We know that this job will entail a lot of problems.*
9. *If you face problems and your attitude has changed you will have more job satisfaction.*
10. *When you are good at solving problems, you will have more satisfaction in your work.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Die deelnemers het hul probleemoplossingsvermoë direk met hul vermoë om hul werk te kan doen en gevolglike werksatisfaksie, geassosieer. Hulle is van mening dat die module hulle gehelp het om:
- selfvertroue te ontwikkel om probleme op te los,
- vinnig tot 'n regte besluit te kom, en
- 'n beter diens aan die publiek te lewer.

Sommige deelnemers het berig dat die Selfbestuursprogram bygedra tot 'n verbetering ten opsigte van die aggressie, agterdog, jaloesie en buierigheid wat hulle voor die program beleef het.

2.6 Kernvraag: "How would you rate the *value* of this module?

❖ **Response**

1. *What I have learned I can apply.*
2. *You will learn more about what to decide, when you have to make a decision.*
3. *It helps you to know how to deal with problems and make the correct decisions.*
4. *Most of us will find it valuable after the programme because you learn certain life skills.*
5. *You can apply it in your life and in your career.*
6. *In life or in your career you must solve problems.*
7. *In SAPS we have to solve problems, because it's part of your job and to solve it as quick as possible.*
8. *You must be able to solve problems in your career path. Sometimes it will be the wrong ones but at the end of the day you can always go to your senior.*
9. *It enhances communication and relationships.*
10. *You have problems every day and you have to deal with it.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Die deelnemers beskou die vermoë om probleme op te los as 'n essensiële element van 'n gemeenskapspolisiëringsbeampte se mondering en is van mening dat die module hiertoe bygedra het. Hulle beskou die module dus as besonder waardevol in dié sin dat:

- hulle probleme vinniger en meer effektief kan oplos,
- dit hulle help om die korrekte besluite te neem,
- dit kommunikasie en verhoudings verbeter, en
- hulle die kennis en vaardighede wat hulle opgedoen het, daagliks op professionele sowel as persoonlike vlak kan toepas.

2.7 Kernvraag: "How would you rate the *relevance* of this module?"

❖ **Response**

1. *It makes decision easier.*
2. *It is relevant because the job that we are doing it's very tough and you need to be positive in order to win in the daily life.*
3. *We do experience problems; that's why you need to have a good attitude in order to make the right decisions.*
4. *It gives you a more creative mindset and how to act and react towards others.*
5. *You deal with people every day.*
6. *It's a life skill to face problems every day.*
7. *Life without problems is not a life at all.*
8. *You face problems every day.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

In aansluiting by vorige antwoorde is tot die slotsom gekom dat die module relevant is vir die aard van die deelnemers se probleem-georiënteerde werk. Hulle is oor die algemeen toegerus om:

- probleme meer kreatief op te los,
- mense beter te hanteer,
- 'n houding van algemene aanvaarding teenoor die bestaan van probleme te hê,
- makliker besluite te neem, en
- op 'n daaglikse basis meer positief te wees.

3. Knowledge, attitudes and behaviour

3.1 Kernvraag: "To what extent do you think did this program change your **knowledge** on the subject of problem-solving??"

❖ **Response**

1. *The knowledge makes problems easier to handle by the use of the six steps.*
2. *You must solve your problems in a calm and gentle way.*
3. *I'm still looking forward to learn more about it; to get more knowledge.*
4. *It showed me the right steps in order to make a right decision.*
5. *It is easier to solve my problems after attending this programme.*
6. *It helps that you can talk to professional people if you have a problem and that there are other people with worst problems and they are surviving. The six steps are helpful and I learnt to be confident in solving problems.'*
7. *I did not know about the six different steps op problem solving.*
8. *I've learnt more about solving problems.*
9. *I learnt that there was more than one solution to a problem.*
10. *I learnt that there is always a solution to a problem.*
11. *It was the first time all of them did a program on problem-solving.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Die deelnemers het vir die eerste keer van die sesstap-probleemoplossingsmodel gehoor en kon die abstrakte beginsel van probleemoplossing verwoord in dié sin dat hulle nuwe kennis ingewin het oor:

- die regte stappe om te volg tydens die proses van probleemoplossing,
- die feit dat daar meer as een oplossing vir 'n probleem is,
- die feit dat 'n mens probleme op 'n kalm en rustige manier moet benader,
- die feit dat daar mense is wat erger probleme as hulle het, en
- professionele hulpbronne wat tydens probleemoplossing benut kan word.

Die deelnemers voel dat hulle nou probleme makliker kan oplos en oor die algemeen meer selfvertroue het. Hulle het ook die die begeerte uitgespreek om meer hieroor te leer.

3.2 Kernvraag: "To what extent do you think did this program change your **attitude** on the subject of problem-solving / your own problem-solving?"

❖ **Response**

1. *I am more mature towards problems.*
2. *I must be more relaxed when trying to solve a problem.*
3. *To have a positive attitude towards any complaint.*
4. *It changed my attitude, because now I don't have to be afraid of problems, but to face them and come up with solutions.*
5. *I try to be positive all the time and try to motivate myself.*
6. *Try to look for solutions in solving a problem.*
7. *You have to approach the problem in a calm and gentle manner.*
8. *Now I have confidence in order to solve problems.*
9. *I am more positive and will not just give up but keep on trying.*
10. *I see problems more as a challenge*
11. *I am more confident in solving problems.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Aangesien probleemoplossing 'n abstrakte begrip is, was dit moeilik vir die deelnemers om die toename

van hul kennis, houding en gedrag te skei en bevestig die oorvleueling van antwoorde die geïntegreerdheid van die konsep. Ten opsigte van hul houding het hulle egter gemeld dat hulle:

- 'n meer positiewe houding teenoor probleme het,
- nou probleme as 'n uitdaging sien, en
- 'n meer volwasse houding teenoor probleme handhaaf.

3.3 Kernvraag: "To what extent do you think did this program change your **behaviour** regarding your own problem-solving skills?"

❖ **Response**

1. *I risk more than I previously did.*
2. *I learn to face my problems.*
3. *My behaviour is still the same but when I have a problem I don't want to make it the other people's problem also.*
4. *I can solve a problem.*
5. *If I can't solve a problem I can get someone to help me solve the problem. I started to analyse the problem.*
6. *Don't rush into solving a problem.*
7. *Think before what you're going to do.*
8. *I don't rush into a problem.*
9. *I solve problems in a calm and gently way.*
10. *I consider the effect and solution on other people.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Die module het oor die algemeen die volgende verandering in deelnemers se gedrag meegebring:

- Hulle benader probleme nou kalmer.
- Hulle sal meer waagmoed aan die dag lê en oplossings deegliker oorweeg.
- Hulle sal probleme deegliker analiseer en nie oorhaastig wees nie.
- Hulle sal die moontlike effek wat die oplossings op ander mag hê, in ag neem.

ADDENDUM 12: OPSOMMING VAN FOKUSGROEPBESPREKINGS: MODULE 9: MIV/VIGS-BEWUSMAKING

Die meegaande uiteensetting bevat 'n opsomming van die data wat deur die benutting van fokusgroepe gegenereer is, asook 'n interpretasie van die betrokke data. In die besprekings is daar van 'n totaal van 16 kernvrae as "agenda" gebruik gemaak. Dié vrae het drie fasette van die program-impak gedek, naamlik die mate waartoe die module sy uitkomste bereik het, die relevantheid van die intervensie en die effek wat dit op die respondente se kennis, houding en gedrag gehad het.

In die uiteensetting sal daar, naas die identifiserende besonderhede en standaard inleidende stelling, op die oorhoofse resultate van die besprekings (Afdeling 3) en die aard en implikasies van response op individuele kernvrae (Afdeling 4) gelet word. Deurdat die groepe in Engels gehou is, sal die response in hierdie taal weergegee word, terwyl die interpretasies in Afrikaans sal wees.

Afdeling 1: Identifiserende besonderhede

Plek waar sessie gehou is:	***Plettenbergbaai en Pretoria Sentraal***			
Datum van sessie:	2005-08-04 / 19			
Getal deelnemers	24			
Geslag van deelnemers	1. *Manlik* **17**		2. *Vroulik* **7**	
Ras van deelnemers	1. Indiër -	2. Swart **22**	3. Bruin **2**	4. Wit -

Afdeling 2: Standaard inleidende stelling tydens groepbesprekings

Welcome once again!

About six months ago, you started your Basic Training in a SAPS Training Provision Institution. This training included *"Theme 3: Self-Management"* that was presented to you by a Police Social Worker. The goal of that program was to empower you with certain knowledge and skills for your future in the SAPS.

Now you have been selected as a member of a discussion group in a research project into the effectiveness of the ***"Self-Management"*** programme. This program 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 - it will 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 will be published in a Ph.D. thesis at the North-West University.

Afdeling 3: Opsomming van resultate

Tendense vanuit die groepbesprekings en die response op individuele kernvrae (sien Afdeling 4) kan in vyf oorhoofse kategorieë verdeel word. Dit raak onderskeidelik kondoomgebruik, die uitklaring van mites, houdings en gedrag teenoor MIV-positiewe persone, gesondheidsinstandhouding en algemene MIV/VIGS-voorkoming.

❖ Kondoomgebruik:

Die module het 'n positiewe effek op die student-konstabels se kennis, houding en gedrag ten opsigte van kondoomgebruik gehad. Sommige het nie geweet van 'n vrouekondoom of hoe om dit te gebruik nie. Na ongeveer sewe maande het die meerderheid aangedui dat hulle altyd 'n kondoom gebruik en ook nou besef dat 'n kondoom byderhand moet wees wanneer hulle oorweeg om seksueel aktief te wees. Hulle weet ook hoe om 'n kondoom te gebruik en beter te hanteer (bv. om dit nie in jou beursie te bewaar of twee kondome gelyk te gebruik nie).

❖ Uitklaring van mites:

Na aanleiding van die module is verskeie mites aangaande die oordrag en genesing van VIGS vir die rekrute uitgeklaar. Voorbeelde van sodanige mites is die feit dat VIGS genees kan word, hetsy deur seksuele omgang met 'n maagd of 'n kind of deur tradisionele genesers. Hulle weet nou ook dat VIGS nie deur sosiale kontak oorgedra kan word nie.

❖ Houding en ondersteuning van MIV-positiewe persone:

Volgens die student-konstabels het die module meegebring dat hulle 'n meer positiewe houding teenoor MIV-positiewe persone openbaar en gemotiveerd is om hulle te ondersteun. Hulle is ook bereid om saam met 'n MIV-positiewe kollega te werk en besef dat so 'n persoon steeds 'n betekenisvolle lewe kan lei.

❖ Gesondheidsinstandhouding:

Die module het die rekrute bewus gemaak van die belang van goeie gesondheid. Hulle besef byvoorbeeld dat 'n mens gesond moet eet en oefen, hetsy jy MIV-positief is of nie. Dit wil voorkom asof die module die waarde van hul gesondheid beklemtoon het en dat dit 'n motiverende faktor is om voorkomend op te tree en riskante gedrag te vermy.

❖ MIV/VIGS-voorkoming:

Die module het tot gevolg gehad dat die student-konstabels 'n baie groter proaktiewe houding ten opsigte van MIV/VIGS het en 'n daadwerklike besluit in hierdie verband geneem het. Buiten die feit dat hulle al die nodige voorkomingstrategieë steeds na ongeveer sewe maande kon verbaliseer, is hulle baie gemotiveerd om hul kennis in gedrag om te sit om ook sodoende 'n voorbeeld vir die gemeenskap te wees. Hulle het ook die begeerte uitgespreek om betrokke te raak by sodanige projekte en dat hulle graag hul gemeenskapsverantwoordelikheid wil nakom.

Uit die fokusgroepbesprekings kan daar tot die oorhoofse gevolgtrekking gekom word dat die module op alle terreine 'n blywende effek op deelnemers se kennis, houding en gedrag gehad het.

Afdeling 4: Response op kernvrae en die implikasies daarvan

Die weergee van die response op die kernvrae en die interpretasie daarvan sal gestruktureer word volgens die module se uitkomste, relevantheid en effek. Hierin sal daar, ter insidentering, getranskribeerde weergawes van die deelnemers se response op die vrae ingesluit word. Die geskrewe kommentaar van die deelnemers op die fokusgroepskedule en die notas wat deur die moderator en navorsingsassistent afgeneem is, is ook ingesluit. Response wat geen direkte betrekking op die betrokke vraag gehad het nie, is uitgelaat. Die tendense wat uit die response en algemene bespreking van die kernvraag na vore gekom het, sal daarna weergegee word. Hierin sal daar veral aandag geskenk word aan gedagtes wat deur die meerderheid van die deelnemers (dus ≥7) geverbaliseer is.

1. Die uitkomste van die module

1.1 **Kernvraag:** "To what extent could you *distinguish* between **facts** and **myths** about HIV and AIDS?"

❖ **Response**

1. *I know now that you can live long with HIV. You cannot be infected by sharing a spoon or by kissing somebody who has AIDS. You can only be infected with blood or sex.*
2. *I can distinguish between facts and myths. The fact is that the AIDS is a serious disease. One of the myths is that AIDS will decrease if you have sex with a child.*
3. *The fact is that AIDS is a disease that kills, but there are still people who are still ignoring these awareness programmes.*
4. *People tend to fool themselves by having sex with babies because they think that it will heal AIDS.*
5. *There is a myth that claims that an HIV-positive person will be cured if he has sex with a virgin. We know that is not true.*
6. *The fact is HIV and AIDS is out there and it needs to be prevented. One of the myths is that is curable, but it is only treatable.*
7. *I know that HIV is the starting point of this whole epidemic.*
8. *STI's through genital sores may make it easier for HIV to enter the body. It can also cause infection because the sores my be open or bleeding.*
9. *The module gave clarity on myths that traditional healers can cure you and that you start dying when you get tested and you hear that you are HIV positive.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Oor die algemeen voel die deelnemers dat hulle na afloop van die module kan onderskei tussen feite en mites en het die volgende feite ter uitklaring genoem:

- VIGS kan nie genees word deur seksuele omgang met 'n maagd of 'n kind nie.
- VIGS kan nie deur tradisionele genesers genees word nie.
- Die MI-virus word nie oorgedra deur eetgerei te deel of deur iemand te soen nie.
- Die MI-virus is die oorsaak van VIGS.
- 'n Mens kan nog lank leef nadat jy MIV-positief geraak het.
- Die virus word deur seksuele kontak en deur bloed oorgedra.
- Die teenwoordigheid van 'n seksueeloordraagbare siekte vergemaklik oordrag van die MI-virus.
- VIGS kan nie genees word nie.

Die deelnemers het 'n dringendheid uitgespreek dat mense wat steeds onkundig is of 'n onbetrokke houding openbaar, ook 'n program soos die MIV/VIGS-bewusmakingsmodule moet deurloop.

1.2 Kernvraag: "To what extent could you *identify* your **personal risk factors** for **HIV infection**?

❖ **Response**

1. *I have learned how to prevent getting infected with HIV. Before the programme I know about the HIV infection but I didn't know the consequences.*
2. *I know that I must always wear gloves*
3. *I am not at risk because I am very careful.*
4. *I identified a lot of ways. No I know I cannot have sex without a condom.*
5. *Having anal or oral sex with an HIV person without prevention is very dangerous.*
6. *I know that you should get help before infections become worse and affect you.*
7. *You must protect yourself at the work, because you may come across a person who might be bleeding and if you try to help without gloves, it may cause harm to yourself.*
8. *When I'm drunk I don't think about protection and that puts my life on risk.*
9. *The risk factors are unprotected sex, sharing needles with a HIV infected person, oral sex, during pregnancy from an infected mom to her unborn child.*
10. *You must assert what you want in a positive way and be positive – use statements to protect yourself.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Die deelnemers was van mening dat hulle deeglik ingelig is oor risiko-faktore en kon ongeveer sewe maande na die aanbieding van die module steeds die volgende feite opnoem:

- Gebruik 'n kondoom wanneer jy seks het.
- Jy moet ook voorkoming tref wanneer jy orale of anale seks het.
- Dra handskoene, veral wanneer jy met bloed in aanraking kom.
- Wanneer jy dronk is, plaas jy jou lewe op die spel indien jy nie beskermde seks het nie.
- 'n Mens moet probeer om te verhoed dat jy seksueeloordraagbare infeksies kry, want dit verhoog die risiko vir MIV-infeksie.
- Jy kan geïnfekteerd raak indien jy naalde deel met 'n MIV-positiewe persoon en 'n ma kan dit aan haar ongebore baba oordra.
- Jy moet assertief wees ten einde jouself teen onveilige seksuele gedrag en keuses te beskerm.

1.3 Kernvraag: "To what extent could you identify personal *values* and positive *reasons* to **stay healthy**?"

❖ **Response**

1. *Abstain from sex*
2. *Eat healthy food*
3. *If delays death and you live a healthy life.*
4. *If you are HIV-positive you must eat healthy food and exercise.*
5. *Don't go around with many girls and have unprotected sex. Exercise at least three times a week, eat healthy food; be alert all the time.*
6. *By telling the truth people can get help.*
7. *Staying healthy may keep your body active more especially your cell body will stay long.*
8. *My health is very important to me.*
9. *It supports my family is value for me to stay healthy and fit as possible.*
10. *Wash exposed hands with soap and water, wear eye protection, use your condom, stay with one partner.*
11. *I know the truth now and that encourages me to stay healthy.*
12. *I realize it's good to keep up my health whether I am HIV positive or not.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Die deelnemers se antwoorde het nie noodwendig met die vraag verband gehou nie. Hulle het dit meestal met gesondheidsaktiwiteite geassosieer.

Oor die algemeen het deelnemers besef dat:
- 'n mens gereeld moet oefen,
- 'n mens gesond moet eet,
- dit belangrik is om jou hande met water en seep te was indien jy blootgestel is aan die MI-virus, oogbeskerming te dra, 'n kondoom te gebruik en getrou te wees aan een seksuele maat, en
- 'n gesonde lewensstyl 'n langer kwaliteitlewe verseker indien jy MIV-positief is.

Sommige van die deelnemers het die onderhoud van hul familie en hul eie gesondheid voorgehou as motiverende faktore om gesond te bly.

1.4 Kernvraag: "To what extent can you describe **HIV prevention strategies**?

❖ **Response**

1. *The first thing when you think to have sex you must have a condom and you must use it.*
2. *If people can stick to what they have been taught the strategies can be useful.*
3. *By wearing a condom before you have sex and wearing gloves.*
4. *Prevention is better than cure.*
5. *I can describe the resources or anything that can prevent me or someone.*
6. *Giving people methods of prevention and how to make use of these methods. The awareness of HIV may play a vital role.*
7. *The best way to protect yourself is to abstain from sex, but there are other ways like the use of condoms.*
8. *Know the alternative: safer sex and talk to your partner about exactly what you are comfortable doing.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Die meerderheid van die respondente kon voorkomingstrategieë uitwys en het die volgende voorbeelde aangehaal:
- Hou 'n kondoom byderhand wanneer jy oorweeg om seks te hê.
- Dra handskoene
- Praat met jou maat oor moontlike alternatiewe veilige seks.

Die deelnemers het ook baie sterk gevoel dat die MIV/VIGS-voorkomingsboodskap uitgedra moet word na die gemeenskap, want voorkoming is beter as genesing.

1.4 Kernvraag: "To what extent can you *demonstrate skills* for **preventing HIV infection?**"

❖ **Response**

1. *We have learnt how to prevent AIDS and how to wear condom.*
2. *You can go to the local clinics, schools, and crèches to do role plays. Try to gather youth to do activities.*
3. *There are so many skills, people must just know that AIDS kills, then they can work hand-in-hand to prevent AIDS.*
4. *By showing people how to use a condom and other preventative methods, the infection can be prevented.*
5. *I can demonstrate to people how to use a male, as well as a female condom.*
6. *I did not know about female condoms.*
7. *I learnt that I must use the right lubricant and not store the condom in my purse.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Die deelnemers het die vraag oor demonstrasie van vaardighede op twee maniere vertolk. Hulle het oor die algemeen berig dat hulle met vaardighede toegerus is om:

- kondome vir mans sowel as vroue te gebruik en te demonstreer,
- hul kennis en vaardighede aan die gemeenskap te kan demonstreer, en
- die erns van die VIGS-pandemie aan mense oor te dra.

1.5 Kernvraag: "To what extent do you **accept personal responsibility** for your own *decisions* and *behaviour*?"

❖ **Response**

1. *I will always stick to my principles.*
2. *If you have this disease, you must not try to handle it alone. Go to another person to talk about it.*
3. *It's my responsibility to tell my partner to use a condom.*
4. *I can decide for myself.*
5. *Having knowledge and ways to eliminate the risk can only be put into practice by yourself.*
6. *I do accept personal responsibility because I have the information about HIV and AIDS.*
7. *I have learned to be very careful. When I'm in a relationship I have to think about the possible danger of HIV. I have to make sure that me and my partner are safe because my career can be on the line.*
8. *I'm always responsible for my own decisions. I know what is best so therefore I am very careful in what I am doing*
9. *I do accept personal responsibility for my own decisions and behaviour; nobody has to change my decision.*
10. *I will think twice before I engage in risky behaviour.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Al die deelnemers het eenstemmigheid gehad en die module het oor die algemeen meegebring dat die deelnemers nou:

- verantwoordelikheid aanvaar vir hul eie keuses en besluite ten opsigte van seksuele gedrag,
- besef dis hul eie verantwoordelikheid om veilige seks te beoefen,
- erken dat iemand anders nie hul keuses hoef te beïnvloed nie,
- twee keer sal dink voordat hulle in riskante seksuele praktyke betrokke raak,
- verantwoordelikheid aanvaar om hul MIV-status, sowel as hul keuse met betrekking tot seksuele praktyke, met hul maats te deel, en
- by hul beginsels wil bly.

1.6 Kernvraag: "To what extent can you *demonstrate skills* and *accept personal responsibility* to **take care of yourself** and others in order to promote good health?"

❖ **Response**

1. *I have taken the responsibility and have told many people about the danger of AIDS.*
2. *I think telling those people who do not know about AIDS is our responsibility.*
3. *It is so important to motivate other people not to destroy themselves when they are diagnosed with HIV/AIDS. They must stay fit and healthy to make their immune system strong.*
4. *By being and example you can help someone to stay healthy.*
5. *To stay positive, you must act positive and think positive as well.*
6. *I have a lot of information about HIV and AIDS. I think I can take care of myself and others.*
7. *I have learned to have control about my feelings and protect myself as well as others.*
8. *By an HIV/AIDS Awareness campaign you can spread the word about the epidemic and make*

people realise that it is real.

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Oor die algemeen het die module meegebring dat deelnemers nou:
- verantwoordelikheid aanvaar om hul kennis met die gemeenskap te deel,
- genoeg kennis het om vir hulself en die mense rondom hulle te sorg,
- weet hoe om hul gevoelens te hanteer en om hulself, sowel as ander, te beskerm,
- positief is en ook ander positief wil beïnvloed ten einde 'n gesonde lewenswyse te handhaaf, en
- poog om mense wat MIV-positief is te bemoedig dat hulle hul immuniteit moet opbou om sodoende 'n langer kwaliteitlewe te verseker.

2. Die relevantheid van die module

2.1 Kernvraag: "To what extent did the module have a positive impact on your job performance/productivity?"

❖ **Response**

1. *It has positive impact because I feel free to talk about AIDS.*
2. *If a person disclosed that he/she is HIV positive it is necessary to give the person love, support and hope. I must also apply these principles to myself.*
3. *When we attend a complaint we have to take care of ourselves.*
4. *The programme is good especially for those who do not know or has never heard before.*
5. *If you are HI-positive you can still do your work and there are resources available for HIV positive people in the SAPS.*
6. *I can share my knowledge with my colleagues so that they can also know about this problem.*
7. *It make you realise that every one must be treated fair, even if you or your work partner is infected by this epidemic you can still able to perform your duties.*
8. *This program gave me more knowledge and it also gave me more enthusiasm to promote HIV/AIDS awareness.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Oor die algemeen het die module aan hulle die vrymoedigheid gegee om oor MIV/VIGS te praat en die dit het:
- hulle toegerus met kennis oor diskriminasie in die werksplek,
- hul houding en gedrag teenoor 'n MIV-positiewe kollega verander,
- hulle gemotiveer om hul kennis aan kollegas oor te dra,
- hulle meer daarop attent gemaak om hulself te beskerm teen moontlike besmetting wanneer hulle 'n klagte bywoon,
- hulle gemotiveer om MIV/VIGS-bewustheid te bevorder, en
- hulle bewus gemaak van hulpbronne in die SAPD waar hulle en kollegas vir hulp kan gaan aanklop indien hulle probleme ervaar.

2.2 Kernvraag: "To what extent were you able to apply the new knowledge and skills in your job?"

❖ **Response**

1. *I can apply the knowledge by warning the old members and other people about HIV and AIDS.*
2. *I will tell people not to laugh at other people.*
3. *By telling the other guys not to have more than one partner and to be faithful to one another.*
4. *You can work with an HIV positive person and you won't be infected. When you apply first aid you*

must always wear gloves.
5. *Together with the knowledge I received at school, television and the community where I come from, it made me more aware of HIV/AIDS. I will apply this knowledge when I perform my duties outside.*
6. *We can assist rape victims to advise them about HIV-testing.*
7. *We have not yet been exposed to any situation where blood was involved.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Alhoewel hulle in hul werksituasie nog nie direk met bloed in aanraking was nie, het die module hulle toegerus sodat hulle:
- hul nuutverworwe kennis oor MIV/VIGS met ou sowel as nuwe kollegas kan deel,
- minder diskriminerend teenoor 'n MIV-positiewe kollega sal optree,
- meer bedag daarop sal wees om handskoene te dra tydens 'n riskante werksituasie ten einde hulself te beskerm,
- die slagoffers van verkragting beter kan bedien, en
- hul vriende en kollegas kan waarsku om aan een maat getrou te bly.

2.3 Kernvraag: "To what extent did the module have a positive impact on your ability to cope with the challenges of life

❖ **Response**

1. *It helped me because now I can cope with challenges.*
2. *It gave me another motivation.*
3. *It helped me to handle people in regards to sex, because it is a part of life.*
4. *It is one of life's challenges to distinguish between right and wrong.*
5. *When you are HIV positive it doesn't mean it is the end of your life. You can still live healthy and have a normal life.*
6. *The programme made me a stronger person without any fear. With the knowledge I have I can face any challenges.*
7. *This programme had a positive impact.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Alhoewel sommige van die deelnemers slegs 'n gevoel van bemagtiging uitgespreek het, was hulle oor die algemeen van mening dat die module:
- hulle gehelp het om die regte keuses te maak en dat dit deel is van die uitdagings van die lewe,
- hulle laat besef het dat jy steeds die uitdagings van die lewe kan hanteer indien jy MIV-positief is,
- 'n positiewe impak op hulle gehad het, en
- hulle geïnspireer het om die uitdagings van 'n seksuele verhouding beter te hanteer.

2.4 Kernvraag: "To what extent were you able to *apply* the new knowledge and skills in your daily life?"

❖ **Response**

1. *I am always aware about HIV and AIDS.*
2. *If people can accept each other we can achieve a lot in our lives.*
3. *I keep the knowledge that I have because it is so crucial.*
4. *Life on a daily basis is a gift so the more I apply my skill and knowledge the better my life will be.*
5. *I always protect myself from getting infected, and have protected sex or abstain from sex.*
6. *I have learnt to think about my health first because it is important to stay healthy. I was not use to think before I make a decision but this programme learnt me.*

7. *The programme will help you to live with it. You can overcome obstacles, no matter what.*
8. *I don't want to do a stupid thing like not protecting my life. This life only comes once - it means that you must be careful about the things you do.*
9. *You can practice safe sex – stick to one partner and use condoms. You can support people who are HIV positive and advise other people.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Die deelnemers het 'n verskeidenheid voorbeelde gegee van die wyses waarop hulle die kennis en insigte wat hulle vanuit die module verkry het, op hul daaglikse lewe toepas. Dit het ingesluit om:

- meer bedag te wees op die gevare van MIV/VIGS,
- veilige seks te beoefen deur 'n kondoom te gebruik en getrou aan een maat te bly,
- die lewe as sulks meer te waardeer,
- beter besluite te neem,
- 'n gesonder lewenswyse te handhaaf,
- aanvaardend teenoor ander op te tree ,
- te besef dat 'n mens die lewe kan hanteer, selfs al is jy MIV-positief, en
- tot die insig te kom dat dit lewensbelangrike inligting is.

2.5 Kernvraag: "To what extent did the module increase your *job satisfaction*? "

❖ **Response**

1. *Treat people who have HIV equal. Don't be against them.*
2. *It increased my job satisfaction because I know about HIV and AIDS.*
3. *You can expose your status at work - you won't be fired because you're HIV positive.*
4. *If I am infected I would love my colleagues to accept me as their old good friend so that I can do my work effectively.*
5. *It gives me responsibility to protect myself especially when we have to attend an accident scene.*
6. *It helps me to be satisfied with my job because now I'm able to work with anyone at my work place because I know what the symptoms, signs, etc.*
7. *If I'm infected and my colleagues are supportive it will lift me up and I can still be happy at work.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Die deelnemers het oor die algemeen gevoel dat die module bygedra het tot groter werksbevrediging, aangesien hulle die volgende veranderinge van houdings en kennis beleef het:

- Hulle hoef nie bang te wees om saam met iemand te werk wat MIV-positief is nie, want hulle weet nou hoe die virus oorgedra word.
- Hulle weet dat jy nie afgedank kan word indien jy MIV-positief is nie en dit sal hul spanning verminder indien dit sou gebeur.
- Hulle voel toegerus en aanvaar verantwoordelikheid om hulself te beskerm op 'n ongelukstoneel.
- Hulle sal 'n kollega wat MIV-positief is aanvaar en ondersteun sodat hy/sy steeds werksbevrediging kan ervaar.

2.6 Kernvraag: "How would you rate the *value* of this module?

❖ **Response**

1. *It is important because there are people who don't want to change their attitude or behaviour.*
2. *The program plays a very important role especially for those who don't have the knowledge.*
3. *This programme contributes a lot because we forget what is useful.*
4. *Sometimes you think you know it all about HIV, but you will always learn something new.*
5. *It helps you to realise that your safety and health status are very important. It also makes you*

positive.
6. *I realized that all of us are affected although not infected.*
7. *HIV/AIDS is everyone's responsibility.*
8. *A lot of people think they know enough and they actually don't.*
9. *The more you hear about AIDS; you come to realize it is a reality.*
10. *SAPS should take it serious.*
11. *SAPS members should join doctors & nurses in the fight against HIV/AIDS. You should take the message to the community and your home. You should set an example for the young people.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Dit was duidelik dat die deelnemers die module as besonder waardevol beskou. Die noodsaaklikheid van die aanbieding van die module is soos volg deur hulle uitgelig. Die module:
- rus jou toe met die nodige kennis, al het jy gedink jy weet alles van MIV/VIGS,
- is nodig om onverskillige mense se houdings en gedrag te verander,
- laat 'n mens besef dat MIV/VIGS-bekamping almal se verantwoordelikheid is,
- bring jou tot die insig dat almal geaffekteer is deur MIV/VIGS, al is jy nie geïnfekteer nie,
- wys dat die SAPD ernstig is oor die bekamping van MIV/VIGS, en
- se inligting behoort ook aan die gemeenskap oorgedra te word.

2.7 Kernvraag: "How would you rate the *relevance* of this module?"

❖ **Response**

1. *It is relevant because the Police are at risk because they work with people.*
2. *It helps us by giving us the knowledge on how it is spread.*
3. *It is relevant and I think it should be presented twice a year.*
4. *This programme is touching on real issues which affect our daily lives.*
5. *Some people need information about HIV and AIDS awareness, because they are not exposed to HIV and AIDS.*
6. *This programme is very good, it can change a person's life and it can even safe your life.*
7. *It makes us aware of transmission in the workplace.*
8. *SAPS members need this info, because ladies are very attracted to people in uniform – it can put members at risk if they should engage in casual sex.*
9. *It would be more relevant at the end of basic training with regards to occupational risks.*
10. *It is relevant in the beginning of basic training because the students goes to taverns, drink too much and engage in risky behaviour.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Daar was algemene eenstemmigheid onder deelnemers dat die module 'n noodsaaklikheid vir die SAPD is en dat dit selfs 'n mens se lewe kan red. Dit moet steeds aangebied word, aangesien:
- die SAPD-lede aan groter risiko's blootgestel word vanweë die werksomstandighede en vrouens meer aangetrokke tot 'n man in uniform is,
- dit relevante kwessies aanraak waarmee die lede daagliks gekonfronteer word, en
- almal die kennis moet kry oor hoe die MI-virus versprei word.

Daar was verskillende menings oor watter tyd van die basiese opleiding die module aangebied moet word. Sommige het gevoel dit is nuttig om die inligting aan die begin van die opleidingstyd te hoor, aangesien sommige studente hulself skuldig maak aan risikogedrag wanneer hulle te veel te drink. Ander was weer van mening dat dit goed is om die kennis te ontvang net voordat hulle met veld-opleiding begin, aangesien hulle dan eers werklik aan die beroepsrisiko's blootgestel sal word. Hulle het egter gevoel dat die module twee keer per jaar aangebied moet word.

3. Knowledge, attitudes and behaviour

3.1 Kernvraag: "To what extent do you think did this program change your **knowledge** on the subject of HIV/AIDS?"

❖ **Response**

1. *It made me aware of the dangers of having sex without protection.*
2. *I already knew, but it made it clear more and more.*
3. *It increased my knowledge very much.*
4. *AIDS is a reality and it kills. It is not too late to acquire more knowledge about it and apply it.*
5. *I did have a lot of information about HIV and AIDS, but there are things I didn't know.*
6. *This programme taught me to work with people, to help people and not to push them away because they are infected by HIV/AIDS.*
7. *I learned that oral sex can be dangerous too.*
8. *Transmission from mother to child was new knowledge.*
9. *The program cleared the myth on curing AIDS through traditional healers.*
10. *Having sex with a virgin cannot cure you*
11. *Support people who are HIV positive.*
12. *It was the first time some saw a female condom.*
13. *Now I know not to use two condoms at once.*
14. *It can't be transferred by social contact.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Volgens die deelnemers het die module hulle:

- meer bewus gemaak van die gevare van MIV/VIGS,
- weer laat besef dat MIV/VIGS 'n dodelike realiteit is,
- geleer dat orale seks riskant is,
- toegerus met nuwe kennis aangaande moeder-tot-kind-oordrag,
- gehelp om mites uit te klaar, soos dat seks met 'n maagd of dat 'n tradisionele geneser MIV/VIGS kan genees,
- aan vrouekondome bekend gestel,
- geleer dat 'n mens nie twee kondome gelyk moet gebruik nie,
- houding verander en hulle gemotiveer om iemand wat MIV-positief is te ondersteun, en
- laat besef dat die MI-virus nie deur sosiale kontak oorgedra word nie.

Hulle het oor die algemeen tot die gevolgtrekking gekom dat die module hulle met die nodige nuwe kennis toegerus het, sowel as om hul vorige kennis te verfris.

3.2 Kernvraag: "To what extent do you think did this program change your **attitude** towards HIV/AIDS?"

❖ **Response**

1. *Yes, because now I behave myself and I am aware of HIV and AIDS.*
2. *Now I know you can live a better life like other people even if you are HIV positive. It's not a death sentence – it's like other diseases.*
3. *The programme changes a bad attitude to a good attitude for those who know what they need in life.*
4. *It changes a lot because I use to ignore things, but by seeing it and getting information equips me.*
5. *My attitude changed to being careful and protecting myself – not to think that I know everything about HIV and AIDS.*
6. *I changed my attitude toward people that is infected by HIV. I never wanted to work with people that are infected.*
7. *To make the right choices at all times. It also helped me not to push others away who have been infected by this epidemic.*

8. *It also gave me more enthusiasm to promote HIV/AIDS awareness.*
9. *Previously I believed that it's better not to know your status – now I realize that this attitude can endanger other people.*
10. *Having a lot or partners or cheating on your wife is not fine.*
11. *Drink less otherwise you could engage in risky behaviour that you won't have done when you are sober.*
12. *The failure/success in preventing HIV lies with the young SAPS people. You should show with your behaviour you are in the fight against HIV/AIDS.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

Die meerderheid deelnemers het berig dat die module hul houdings laat verander het ten opsigte van:
- mense wat MIV-positief is,
- hul bewustheid van MIV/VIGS en die feit dat 'n mens altyd meer kan leer,
- MIV-toetsing en om eerlik te wees oor jou MIV-status,
- hul verantwoordelikheidsbesef om deur hul gedrag 'n voorbeeld vir ander te stel,
- getrouheid binne verhoudings of die huwelik,
- hul verantwoordelikheid om hulself teen MIV-infeksie te beskerm,
- die regte keuses,
- die feit dat jy steeds 'n sinvolle lewe kan lei al is jy MIV-positief, en
- hul drinkgewoontes en die risiko van MIV-infeksie wat daaraan verbonde is.

3.3 Kernvraag: "To what extent do you think did this program change your **behaviour** regarding HIV/AIDS (prevention)?"

❖ **Response**

1. *Now I always wear a condom.*
2. *It made me prevent myself each and every day.*
3. *I behave well because I don't trust no one, no sex, no condom or no condom no sex.*
4. *It changes my behaviour because now I know that prevention is better than cure.*
5. *I think twice before I do something.*
6. *It's still the same – nothing changed.*
7. *Prevention is better than cure. The more you learn and do the better the results.*
8. *It caused me to think about my health and to realise that my health is the most important factor of life.*
9. *I have learnt to be very careful because it is possible to get the virus. I never thought about getting infected but now I have learnt that I could be at risk.*
10. *I think twice before I take any silly decision. To help others fights against this epidemic. It also made me realise that it can be prevented.*

❖ **Tendense vanuit spesifieke response en algemene groepbespreking**

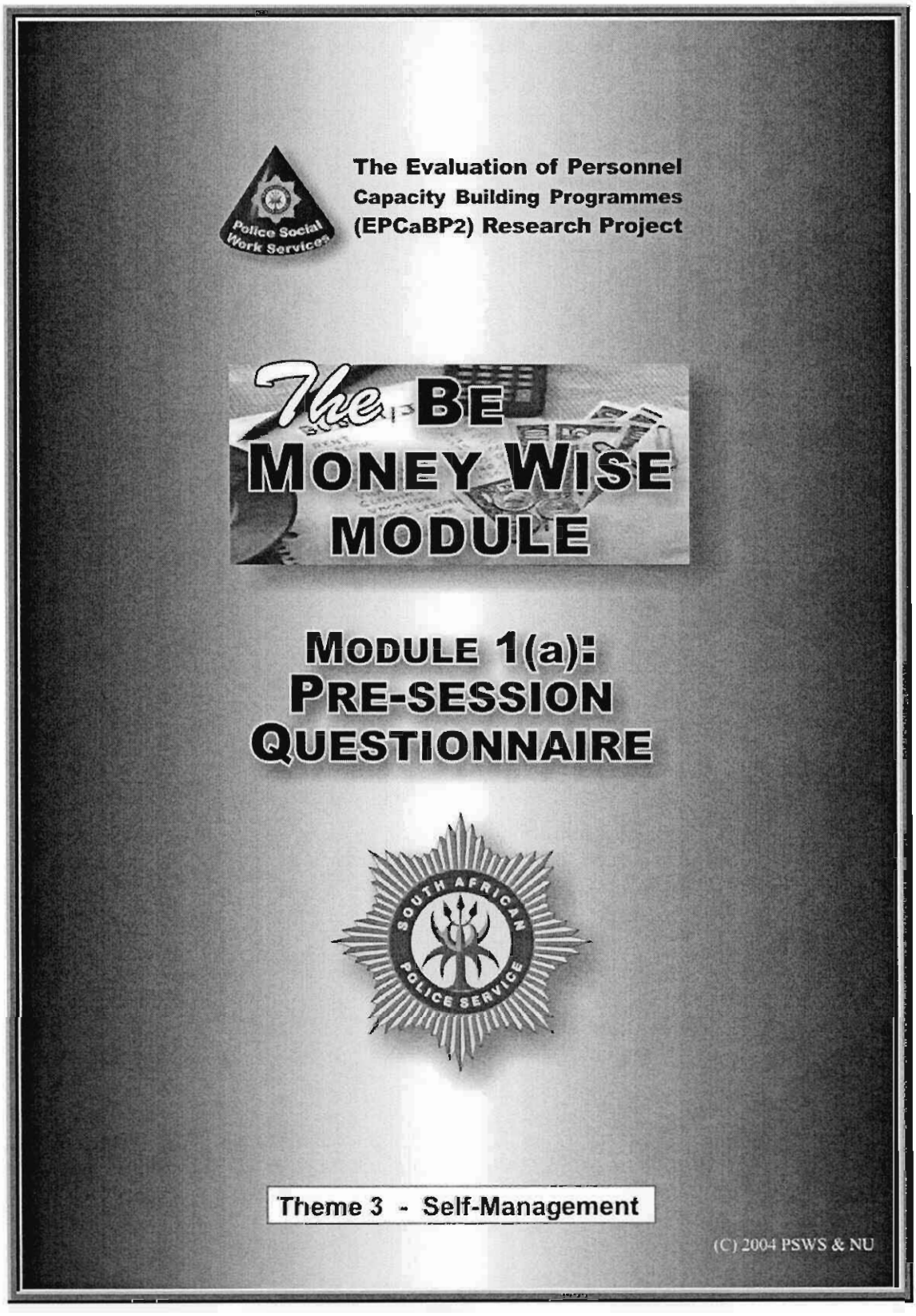
Alhoewel enkele deelnemers berig het dat hul gedrag steeds dieselfde is, het die meeste die volgende gedragsveranderinge gerapporteer:
- Hulle gebruik nou altyd 'n kondoom.
- Hulle beskerm hulself op 'n daaglikse basis.
- Hulle dink twee keer voordat hulle in seksuele aktiwiteite betrokke raak of dalk 'n verkeerde besluit neem.
- Hulle besef hoe belangrik hul gesondheid is en sal ook betrokke raak by MIV/VIGS-bewusmaking.

ADDENDUM 13:
VRAELYSTE WAT IN DIE EVALUERING VAN MODULE 1: FINANSIËLE BESTUUR GEBRUIK IS

LYS VAN VRAELYSTE PER KODE:

- **Questionnaire M1(a): Pre-session questionnaire (Pre-test – experimental group)**
- **Questionnaire M1(b): Post-session questionnaire (Post-test – experimental group)**
- **Questionnaire M1(c): Control Group – 1st questionnaire (Pre-test)**
- **Questionnaire M1(d): Control Group – 2nd questionnaire (Post-test)**

QUESTIONNAIRE M1(A): PRE-SESSION QUESTIONNAIRE (PRE-TEST – EXPERIMENTAL GROUP)



QUESTIONNAIRE: BE MONEY WISE

This questionnaire must be completed before the presentation of the *"Be Money Wise"* module

1. Introduction

You are about to complete the "BE MONEY WISE" 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.**

After 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 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 college** where this module will be presented.
- In the fourth row, write your **platoon number.**

Presenter:				
Date:	/ / 2005			
Place:		*1. Oudtshoorn*	*2. Pretoria*	*3. Bisho*
	4. Graaff-Reinet	*5. Chatsworth*	*6. Philippi*	*7. Jakkalsdans*
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*

--O0O--

SECTION 1: TRUE OR FALSE

Instructions:
To what extent are <u>each</u> of the following statements true or false?

Questions	*1.*	*2.*	*3.*	*4.*	*5.*
1. **People whose debt exceeds their ability to pay can be placed under debt administration**	*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. **People who are placed under debt administration may still buy items on credit**	*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 a person is blacklisted for bad debt, that blacklisting will last for one year**	*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. **Money for your car's maintenance is a fixed expense**	*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. **Buying a Lotto ticket is a variable expense**	*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*

SECTION 2: MOST RELEVANT RESPONSE

***Instructions*: Choose the most relevant response to <u>each</u> 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 *debt management* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
2. My knowledge of the *basic principles* involved in saving money can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
3. My knowledge of *wills* (testaments) can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
4. My knowledge of *insurance policies* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
5. My knowledge of *effective ways* to *invest* money can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
6. My knowledge of the implications of being placed under *debt administration* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
7. My knowledge of the nature of *garnishee orders* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
8. My knowledge of financial planning for *retirement* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
9. My knowledge of the calculation of the *true cost* of debt can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
10. My knowledge of the nature of *fixed expenses* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
11. My knowledge of the nature of *variable expenses* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
12. My knowledge of the nature of *periodic expenses* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
13. My knowledge of the *resources* in the SAPS where I can get financial help, can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
14. My knowledge of the *procedure* to follow to draw up a *budget* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
15. My knowledge of *'how to have more money in my pocket the day before payday'* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*

SECTION 3: AGREE/DISAGREE

Instructions:
To what extent do you agree or disagree with <u>each</u> of the following statements?

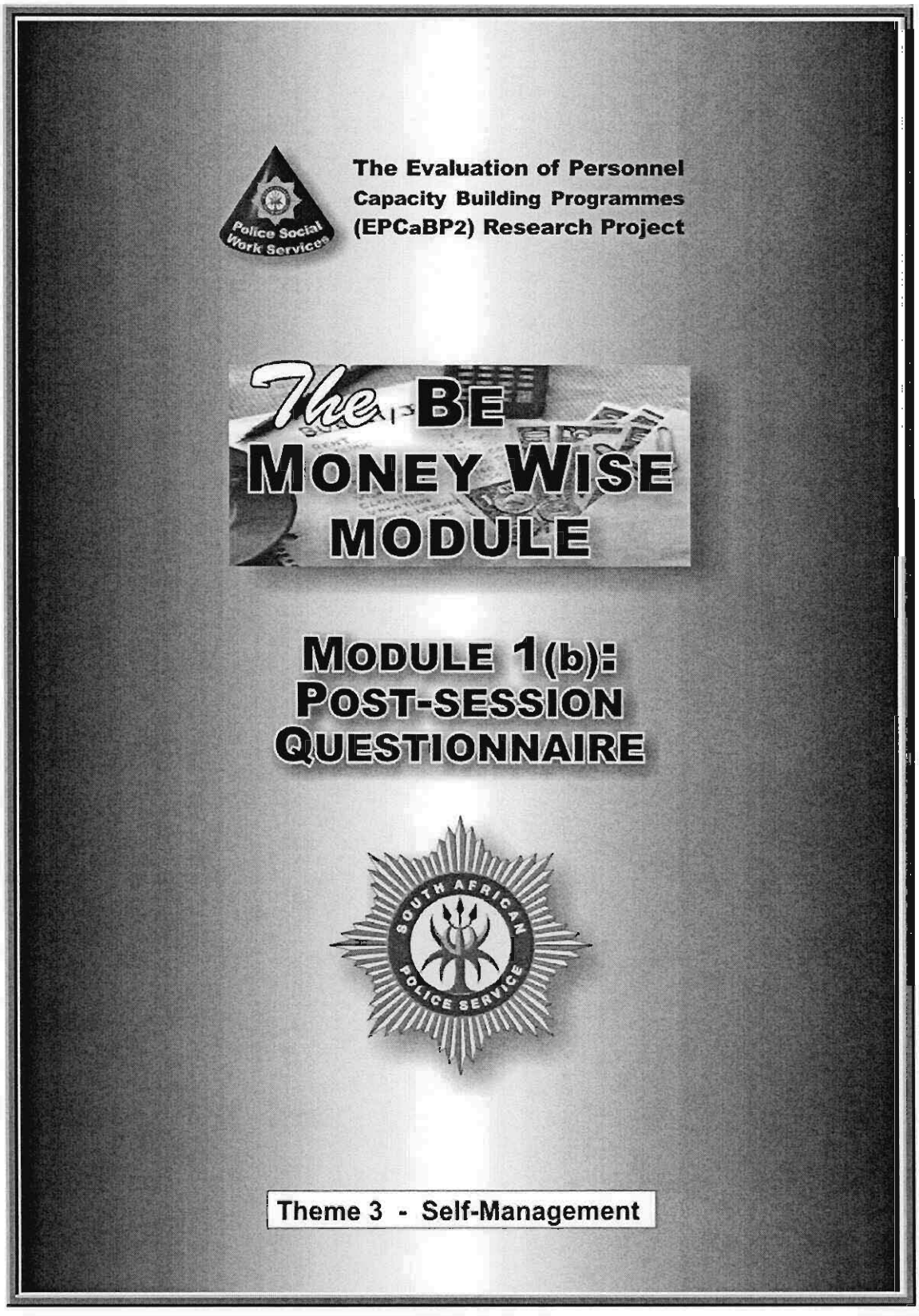
Questions	*1.*	*2.*	*3.*	*4.*
1. The more money one has, the better life will be	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
2. The reason why people cannot cope financially is because the prices of things keep on rising	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
3. People who work for the SAPS cannot get out of debt because they are underpaid	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
4. People's happiness depends on the amount of money they make	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
5. People's value depends on the amount of money they make	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
6. Only those people who cannot work with money need a budget	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
7. The only way to get out of debt is to earn more money	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
8. Putting money away for my retirement has been one of my first priorities	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
9. I wait until I can pay cash for something	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
10. I need to budget	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
11. Getting a micro/cash loan is a good financial decision	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
12. Having accounts is a good idea	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
13. I have spoken to my creditors if I could not pay my accounts that particular month	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
14. I feel in full control of my finances	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
15. I have had a "success mindset" regarding my finances	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*

SECTION 4: HOW OFTEN

Instructions: **How often have the following things occurred in the past?**

Questions	*1.*	*2.*	*3.*	*4.*
1. I have made a point of reading more about ways to manage my finances	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
2. I have asked an expert's advice on how to manage my finances	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
3. I have deliberately formulated financial goals for myself	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
4. I drew up a monthly budget	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
5. I have kept to my budget	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
6. If I had accounts, I paid the full instalments every month	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
7. I had money in my pocket the day before payday	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
8. I revised my insurance profile on a regular basis	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
9. My finances have caused me stress	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
10. I bought take-aways on pay-day	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
11. I have calculated the true cost of an item before I bought it on credit	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
12. I have planned financially for my retirement	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
13. I saved some money every month	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
14. I drew more money than I *really needed* at the ATM/bank/post office	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
15. I have been aware of the costs involved in having a bank account	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
16. I have revised my will (testament) on a regular basis	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
17. I only bought those things that I *really* needed	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
18. I have paid bigger instalments than the minimum that was required	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*

QUESTIONNAIRE M1(B): POST-SESSION QUESTIONNAIRE (POST-TEST – EXPERIMENTAL GROUP)



QUESTIONNAIRE: BE MONEY WISE

This questionnaire must be completed directly after the presentation of the "Be Money Wise" module

1. Introduction

You have just completed the "BE MONEY WISE" 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.**

After 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 **presented** this particular module.
- In the second row, write the **date** on which the module was presented.
- In the third row indicate - by making a **cross** ☒ in the appropriate block - the **training college** where the module was presented.
- In the fourth row, write your **platoon number.**

Presenter:				
Date:	/ / 2005			
Place:		*1. Oudtshoorn*	*2. Pretoria*	*3. Bisho*
	4. Graaff-Reinet	*5. Chatsworth*	*6. Philippi*	*7. Jakkalsdans*
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*

--O0O--

SECTION 1: TRUE OR FALSE

Instructions:
To what extent are <u>each</u> of the following statements true or false?

Questions	*1.*	*2.*	*3.*	*4.*	*5.*
1. **People whose debt exceeds their ability to pay can be placed under debt administration**	*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. **People who are placed under debt administration may still buy items on credit**	*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 a person is blacklisted for bad debt, that blacklisting will last for one year**	*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. **Money for your car's maintenance is a fixed expense**	*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. **Buying a Lotto ticket is a variable expense**	*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*

SECTION 2: MOST RELEVANT RESPONSE

Instructions:
Choose the most relevant response to <u>each</u> 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 *debt management* can now be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
2. My knowledge of the *basic principles* involved in saving money can now be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
3. My knowledge of *wills* (testaments) can now be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
4. My knowledge of *insurance policies* can now be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
5. My knowledge of *effective ways* to *invest* money can now be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
6. My knowledge of the implications of being placed under *debt administration* can now be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
7. My knowledge of the nature of *garnishee orders* can now be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
8. My knowledge of financial planning for *retirement* can now be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
9. My knowledge of the calculation of the *true cost* of debt can now be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
10. My knowledge of the nature of *fixed expenses* can now be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
11. My knowledge of the nature of *variable expenses* can now be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
12. My knowledge of the nature of *periodic expenses* can now be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
13. My knowledge of the *resources* in the SAPS where I can get financial help can now be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
14. My knowledge of the *procedure* to follow to draw up a *budget* can now be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
15. My knowledge of *'how to have more money in my pocket the day before payday'* can now be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*

SECTION 3: AGREE/DISAGREE

Instructions:
To what extent do you agree or disagree with <u>each</u> of the following statements?

1. The more money one has, the better life will be	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
2. The reason why people cannot cope financially is because the prices of things keep on rising	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
3. People who work for the SAPS cannot get out of debt because they are underpaid	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
4. People's happiness depends on the amount of money they make	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
5. People's value depends on the amount of money they make	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
6. Only those people who cannot work with money need a budget	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
7. The only way to get out of debt is to earn more money	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
8. Putting money away for my retirement will be one of my first priorities	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
9. I will wait until I can pay cash for something	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
10. I will need to budget	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
11. Getting a micro/cash loan is a good financial decision	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
12. Having accounts is a good idea	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
13. I will speak to my creditors if I cannot pay my accounts that particular month	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
14. I feel in full control of my finances	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
15. I will have a "success mindset" regarding my finances	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*

SECTION 4: HOW OFTEN

Instructions: **How often will <u>each</u> of the following things occur in the future?**

Questions	*1.*	*2.*	*3.*	*4.*
1. I will make a point of reading more about ways to manage my finances	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
2. I will ask an expert's advice on how to manage my finances	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
3. I will deliberately formulate financial goals for myself	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
4. I will draw up a monthly budget	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
5. I will keep to my budget	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
6. If I get accounts, I will pay the full instalment every month	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
7. I will have money in my pocket the day before payday	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
8. I will revise my insurance profile on a regular basis	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
9. My finances will cause me stress	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
10. I will buy take-aways on pay-day	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
11. I will calculate the true cost of an item before I buy it on credit	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
12. I will plan financially for my retirement	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
13. I will save some money every month	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
14. I will draw more money than I *really need* at the ATM/bank/post office	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
15. I will be aware of the costs involved in having a bank account	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
16. I will revise my will (testament) on a regular basis	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
17. I will only buy those things that I *really* need	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
18. I will pay bigger instalments than the minimum that is required	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*

SECTION 5: EVALUATION OF THE MODULE'S VALUE

Instructions:
Please evaluate the *value* of the module by completing <u>each</u> of the following questions

Sections	*1.*	*2.*	*3.*	*4.*
1. How would you rate the value of the section: ***"Attitudes towards money"***	*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: ***"How to have money in your pocket the day before payday"*** *{It included expenses and budgets}*	*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: ***"Financial difficulties"*** *{It included debt management and debt elimination}*	*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: ***"Future financial freedom"*** *{It included wills, policies, investments and savings}*	*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: ***"Financial fundamentals"*** *{It included the true cost of debt and developing a success mindset}*	*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: ***"Practical Guidelines"***	*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 <u>*overall value*</u> of the *Be Money Wise* 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*

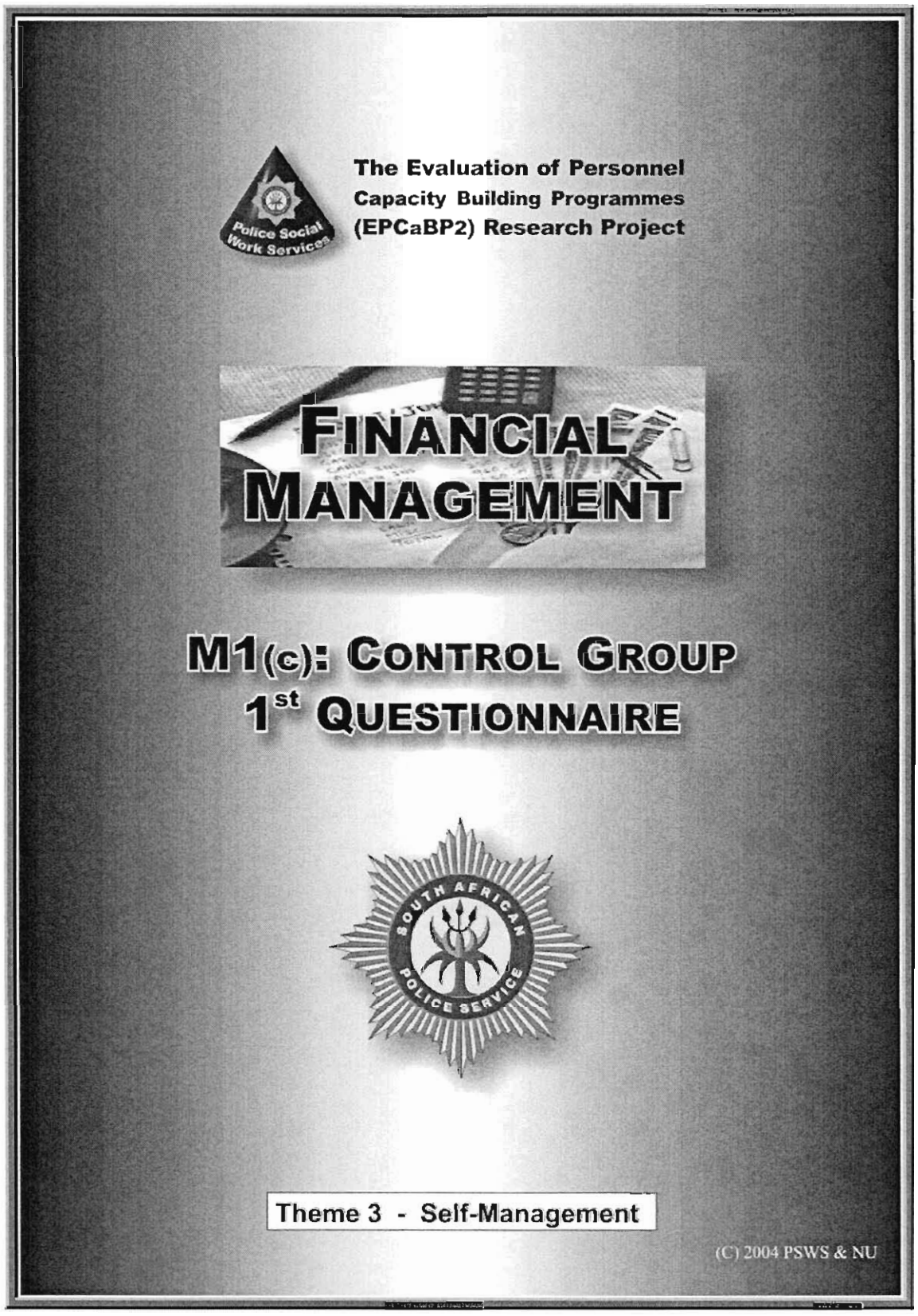
SECTION 6: EVALUATION OF THE MODULE'S RELEVANCE

Instructions:
Please evaluate the *relevance* of the module by completing <u>each</u> of the following questions

1. The module will have a *positive impact* on my **job performance**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
2. I will be able to *apply* my new *knowledge* **in my job**	*1 Strongly disagree*	*2 Disagree*	*3 Agree*	*4 Strongly agree*
3. I will be able to *apply* my new *skills* **in my job**	*1 Strongly disagree*	*2 Disagree*	*3 Agree*	*4 Strongly agree*
4. The module will have a *positive impact* 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 *apply* my new *knowledge* **in my daily life**	*1 Strongly disagree*	*2 Disagree*	*3 Agree*	*4 Strongly agree*
6. I will be able to *apply* 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

QUESTIONNAIRE M1(C): CONTROL GROUP – 1ST QUESTIONNAIRE (PRE-TEST)



QUESTIONNAIRE: FINANCIAL 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 ***"Be Money Wise"*** 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 finances and the management thereof.

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 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 **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 college** 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. Philippi*	*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*

SECTION 1: TRUE OR FALSE

Instructions:

To what extent is <u>each</u> of the following statements true or false?

Questions	*1.*	*2.*	*3.*	*4.*	*5.*
1. **People whose debt exceeds their ability to pay can be placed under debt administration**	*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. **People who are placed under debt administration may still buy items on credit**	*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 a person is blacklisted for bad debt, that blacklisting will last for one year**	*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. **Money for your car's maintenance is a fixed expense**	*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. **Buying a Lotto ticket is a variable expense**	*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*

SECTION 2: MOST RELEVANT RESPONSE

Instructions:

Choose the most relevant response to <u>each</u> 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 *debt management* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
2. My knowledge of the *basic principles* involved in saving money can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
3. My knowledge of *wills* (testaments) can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
4. My knowledge of *insurance policies* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
5. My knowledge of *effective ways* to *invest* money can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
6. My knowledge of the implications of being placed under *debt administration* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
7. My knowledge of the nature of *garnishee orders* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
8. My knowledge of financial planning for *retirement* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
9. My knowledge of the calculation of the *true cost* of debt can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
10. My knowledge of the nature of *fixed expenses* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
11. My knowledge of the nature of *variable expenses* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
12. My knowledge of the nature of *periodic expenses* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
13. My knowledge of the *resources* in the SAPS where I can get financial help, can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
14. My knowledge of the *procedure* to follow to draw up a *budget* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
15. My knowledge of *'how to have more money in my pocket the day before payday'* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*

SECTION 3: AGREE/DISAGREE

Instructions:
To what extent do you agree or disagree with <u>each</u> of the following statements?

Questions	*1.*	*2.*	*3.*	*4.*
1. The more money one has, the better life will be	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
2. The reason why people cannot cope financially is because the prices of things keep on rising	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
3. People who work for the SAPS cannot get out of debt because they are underpaid	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
4. People's happiness depends on the amount of money they make	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
5. People's value depends on the amount of money they make	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
6. Only those people who cannot work with money need a budget	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
7. The only way to get out of debt is to earn more money	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
8. Putting money away for my retirement is one of my first priorities	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
9. I wait until I can pay cash for something	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
10. I need to budget	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
11. Getting a micro/cash loan is a good financial decision	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
12. Having accounts is a good idea	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
13. I have spoken to my creditors if I could not pay my accounts that particular month	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
14. I feel in full control of my finances	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
15. I have a "success mindset" regarding my finances	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*

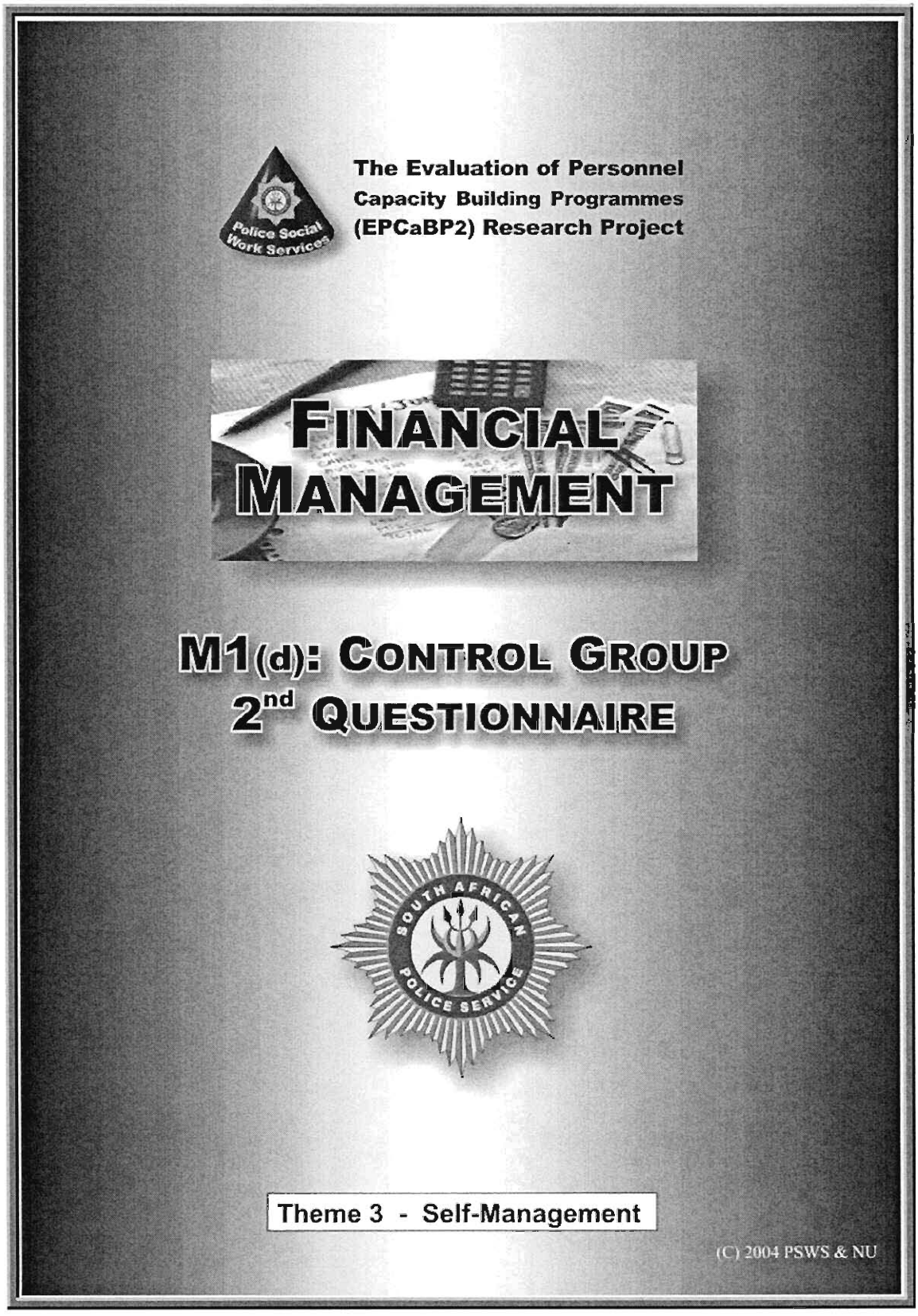
SECTION 4: HOW OFTEN

Instructions:
How often does <u>each</u> of the following things occur in your life?

Questions	*1.*	*2.*	*3.*	*4.*
1. I make a point of reading more about ways to manage my finances	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
2. I have asked an expert's advice on how to manage my finances	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
3. I have deliberately formulated financial goals for myself	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
4. I drew up a monthly budget	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
5. I kept to my budget	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
6. If I had accounts, I paid the full instalments every month	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
7. I had money in my pocket the day before payday	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
8. I revised my insurance profile on a regular basis	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
9. My finances have caused me stress	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
10. I bought take-aways on pay-day	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
11. I have calculated the true cost of an item before I bought it on credit	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
12. I have planned financially for my retirement	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
13. I saved some money every month	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
14. I drew more money than I *really needed* at the ATM/bank/post office	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
15. I have been aware of the costs involved in having a bank account	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
16. I have revised my will (testament) on a regular basis	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
17. I only bought those things that I *really* needed	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
18. I have paid bigger instalments than the minimum that was required	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*

Thank you for completing this questionnaire

QUESTIONNAIRE M1(D): CONTROL GROUP – 2ND QUESTIONNAIRE (POST-TEST)



QUESTIONNAIRE: FINANCIAL 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 ***"Be Money Wise"*** 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 finances and the management thereof.

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 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 **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 college** 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. Philippi*	*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*

SECTION 1: TRUE OR FALSE

Instructions:
To what extent is <u>each</u> of the following statements true or false?

Questions	*1.*	*2.*	*3.*	*4.*	*5.*
1. **People whose debt exceeds their ability to pay can be placed under debt administration**	*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. **People who are placed under debt administration may still buy items on credit**	*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 a person is blacklisted for bad debt, that blacklisting will last for one year**	*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. **Money for your car's maintenance is a fixed expense**	*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. **Buying a Lotto ticket is a variable expense**	*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*

SECTION 2: MOST RELEVANT RESPONSE

***Instructions*:**

Choose the most relevant response to <u>each</u> 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 *debt management* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
2. My knowledge of the *basic principles* involved in saving money can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
3. My knowledge of *wills* (testaments) can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
4. My knowledge of *insurance policies* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
5. My knowledge of *effective ways* to *invest* money can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
6. My knowledge of the implications of being placed under *debt administration* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
7. My knowledge of the nature of *garnishee orders* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
8. My knowledge of financial planning for *retirement* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
9. My knowledge of the calculation of the *true cost* of debt can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
10. My knowledge of the nature of *fixed expenses* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
11. My knowledge of the nature of *variable expenses* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
12. My knowledge of the nature of *periodic expenses* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
13. My knowledge of the *resources* in the SAPS where I can get financial help, can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
14. My knowledge of the *procedure* to follow to draw up a *budget* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
15. My knowledge of *'how to have more money in my pocket the day before payday'* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*

SECTION 3: AGREE/DISAGREE

Instructions:
To what extent do you agree or disagree with <u>each</u> of the following statements?

Questions	*1.*	*2.*	*3.*	*4.*
1. The more money one has, the better life will be	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
2. The reason why people cannot cope financially is because the prices of things keep on rising	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
3. People who work for the SAPS cannot get out of debt because they are underpaid	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
4. People's happiness depends on the amount of money they make	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
5. People's value depends on the amount of money they make	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
6. Only those people who cannot work with money need a budget	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
7. The only way to get out of debt is to earn more money	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
8. Putting money away for my retirement is one of my first priorities	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
9. I wait until I can pay cash for something	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
10. I need to budget	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
11. Getting a micro/cash loan is a good financial decision	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
12. Having accounts is a good idea	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
13. I have spoken to my creditors if I could not pay my accounts that particular month	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
14. I feel in full control of my finances	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*
15. I have a "success mindset" regarding my finances	1. *Strongly disagree*	2. *Disagree*	3. *Agree*	4. *Strongly agree*

SECTION 4: HOW OFTEN

Instructions:
How often does <u>each</u> of the following things occur in your life?

Questions	*1.*	*2.*	*3.*	*4.*
1. I make a point of reading more about ways to manage my finances	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
2. I have asked an expert's advice on how to manage my finances	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
3. I have deliberately formulated financial goals for myself	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
4. I drew up a monthly budget	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
5. I kept to my budget	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
6. If I had accounts, I paid the full instalments every month	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
7. I had money in my pocket the day before payday	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
8. I revised my insurance profile on a regular basis	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
9. My finances have caused me stress	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
10. I bought take-aways on pay-day	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
11. I have calculated the true cost of an item before I bought it on credit	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
12. I have planned financially for my retirement	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
13. I saved some money every month	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
14. I drew more money than I *really needed* at the ATM/bank/post office	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
15. I have been aware of the costs involved in having a bank account	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
16. I have revised my will (testament) on a regular basis	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
17. I only bought those things that I *really* needed	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
18. I have paid bigger instalments than the minimum that was required	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*

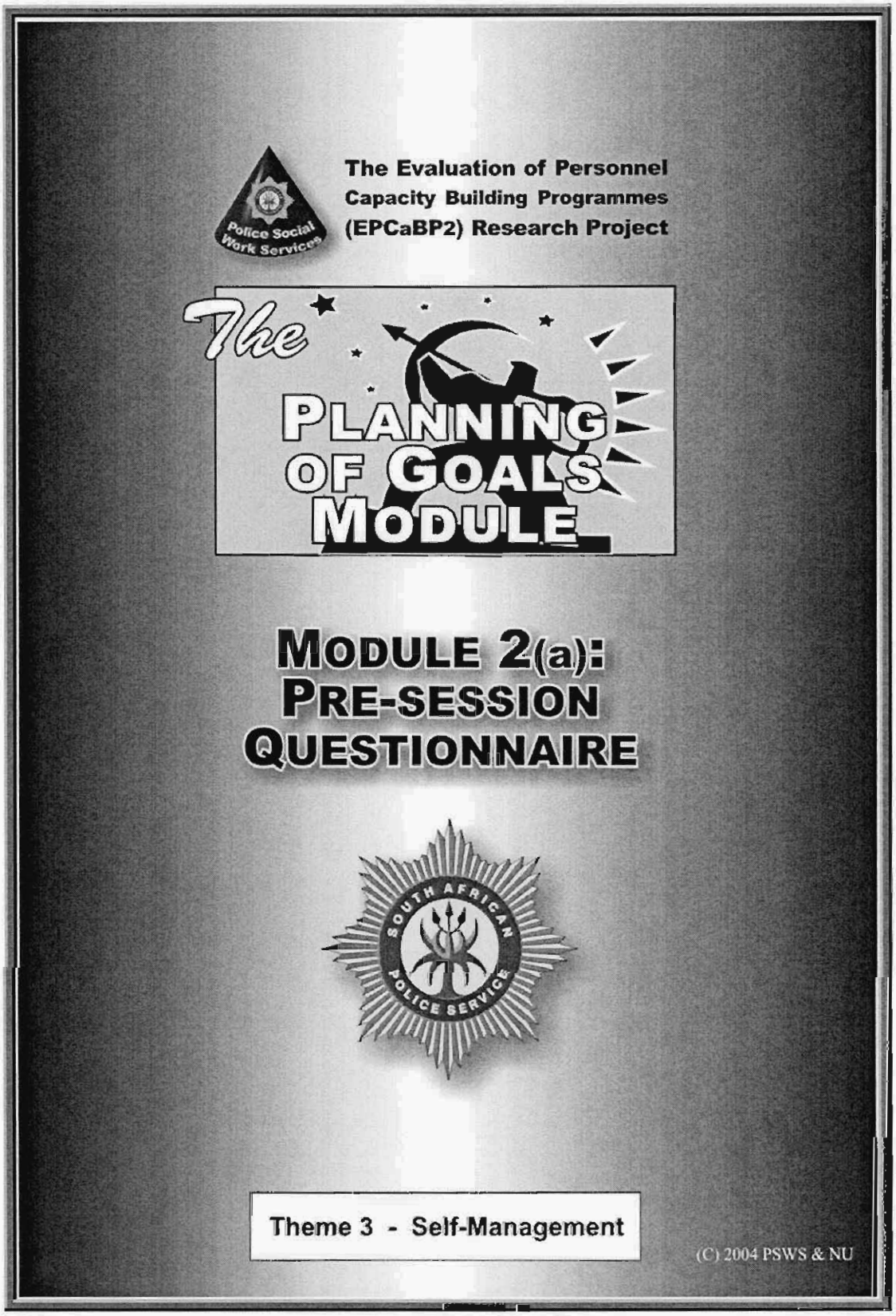
Thank you for completing this questionnaire

ADDENDUM 14:
VRAELYSTE WAT IN DIE EVALUERING VAN MODULE 2: BEPLANNING VAN DOELWITTE GEBRUIK IS

LYS VAN VRAELYSTE PER KODE:

- **Questionnaire M2(a): Pre-session questionnaire (Pre-test – experimental group)**
- **Questionnaire M2(b): Post-session questionnaire (Post-test – experimental group)**
- **Questionnaire M2(c): Control Group – 1st questionnaire (Pre-test)**
- **Questionnaire M2(d): Control Group – 2nd questionnaire (Post-test)**

QUESTIONNAIRE M2(A): PRE-SESSION QUESTIONNAIRE (PRE-TEST – EXPERIMENTAL GROUP)



QUESTIONNAIRE: PLANNING OF GOALS

This questionnaire must be completed *before* the start of the"Planning of Goals" module

1. Introduction

You are about to complete the "PLANNING OF GOALS" 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, 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:				
Date:	/ / 2005			
Place:		*1. Oudtshoorn*	*2. Pretoria*	*3. Bisho*
	4. Graaff-Reinet	*5. Chatsworth*	*6. Philippi*	*7. Jakkalsdans*
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*

SECTION 1: TRUE OR FALSE

To what extent are <u>each</u> of the following statements true or false?

1. **The Wheel of Balance is a method whereby people can determine in which direction a goal will lead them**	*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. **A person's goals should be based on a *generally* excepted value system**	*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. **A goal has to be measurable**	*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. **A goal has to be specific**	*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. **Goals should make provision for changes in a person's personality**	*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. **Goals must give a person satisfaction**	*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*

SECTION 2: MOST RELEVANT RESPONSE

Choose the most relevant response to <u>each</u> 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)

1. **My knowledge of the *different types* of goals can be described as...**	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
2. **My knowledge of the *guidelines for the formulation of goals* can be described as...**	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
3. **My knowledge of the *SMART principle* in goal formulation can be described as**	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
4. **My knowledge of the *requirements* for goal formulation can be described as...**	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
5. **My knowledge of the *function* of goals can be described as...**	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
6. **My knowledge of the *Wheel of Balance* can be described as...**	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
7. **My knowledge of *my own goals* can be described as**	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*

SECTION 3: AGREE/DISAGREE

To what extent do you agree or disagree with <u>each</u> of the following statements?

Questions	*1.*	*2.*	*3.*	*4.*
1. **In the past, I have set time aside to think about my personal goals**	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
2. **People should write down their goals**	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
3. **Personal goals need not be very specific**	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
4. **I have sometimes found it difficult to set goals for myself**	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
5. **It was easy to reach those goals that I *have* set for myself**	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
6. **I trust in my ability to formulate good goals for my life**	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
7. **Goals help a person to cope better with change**	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
8. **You are a failure if you don't reach your goals**	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
9. **Too much emphasis is placed on goal formulation**	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
10. **In the past, I have been able to set *realistic* goals**	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
11. **In the past, I have found it difficult to formulate personal goals that is *measurable***	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
12. **In the past, I have found it difficult to formulate personal goals that is *specific***	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
13. **I do not like to set a *time limit* on when I must reach a personal goal**	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
14. **I have found that the goals that I set for myself are often *unattainable (unreachable)***	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*

SECTION 4: HOW OFTEN

Instructions:

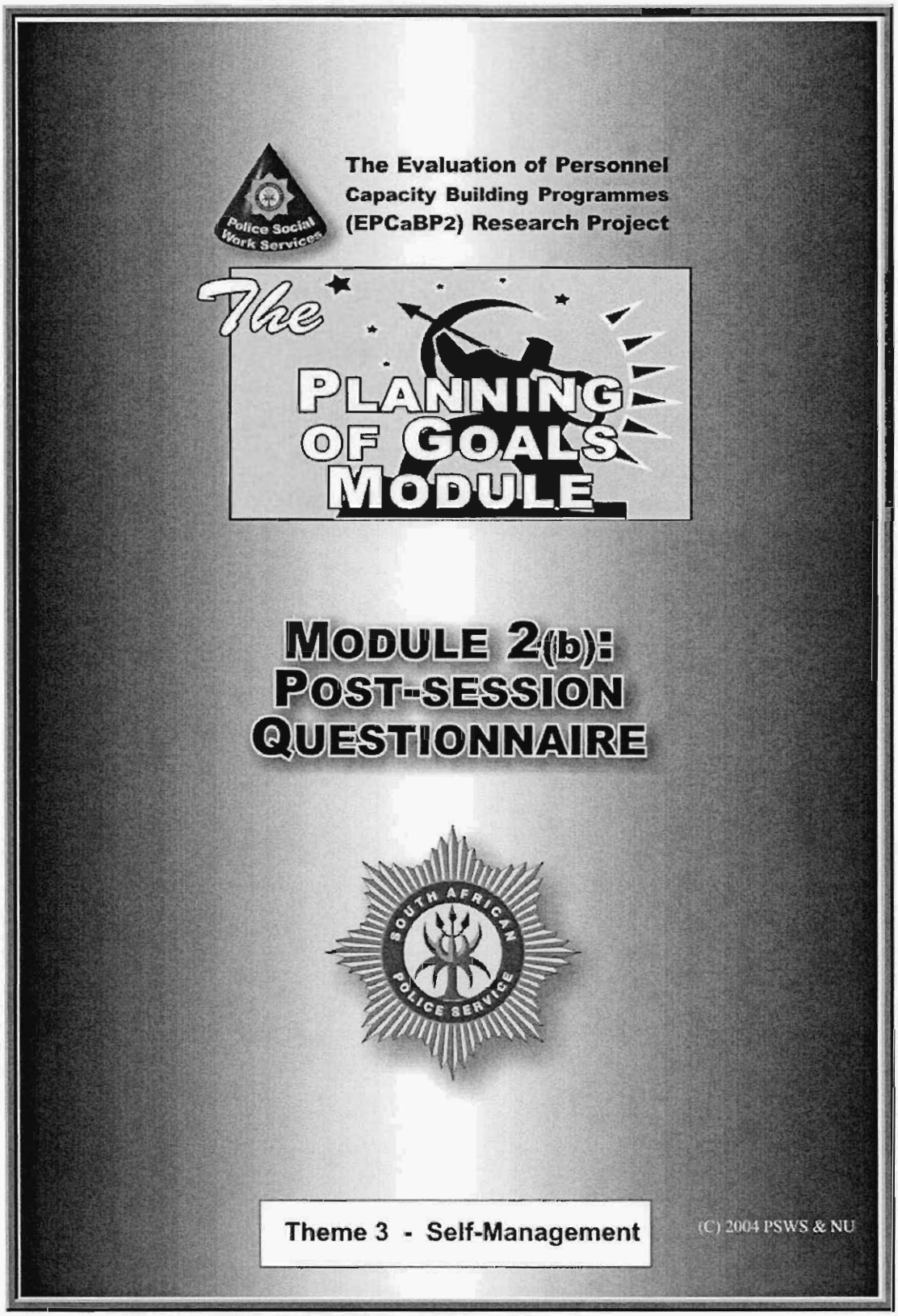
How often have <u>each</u> of the following things occurred in the past?

(Please answer these questions <u>absolutely</u> honestly)

1. **I have formulated goals regarding my *promotion* in the SAPS**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
2. **I have formulated *financial goals* for myself**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
3. **I have formulated *goals for my family***	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
4. **I have formulated *work-related goals***	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
5. **I have formulated *social goals* for myself**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
6. **I have formulated *intellectual goals* for myself**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
7. **I have formulated *spiritual goals* for myself**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
8. **I have formulated goals that relate to *serving my community***	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
9. **I *revised* the goals that I have formulated for myself**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
10. **How often have your goals been *measurable*?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
11. **How often have your goals been *specific*?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
12. **How often have your goals been *realistic*?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
13. **How often have your goals been *attainable*?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
14. **How often have your goals been set within a *time frame*?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*

Thank you for completing
the "Planning of Goals" questionnaire

QUESTIONNAIRE M2(B): POST-SESSION QUESTIONNAIRE (POST-TEST – EXPERIMENTAL GROUP)



QUESTIONNAIRE: PLANNING OF GOALS

This questionnaire must be completed directly *after* the completion of the *"Planning of Goals"* module.

1. Introduction

You have just completed the "PLANNING OF GOALS" 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 presentation 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 **presented** this particular module.
- In the second row, write the **date** on which the module was presented.
- In the third row indicate - by making a **cross** ☒ in the appropriate block - the **training college** where the module was presented.
- In the fourth row, indicate your **platoon number.**

Presenter/s:				
Date:	___/___/2005			
Place:		*1. Oudtshoorn*	*2. Pretoria*	*3. Bisho*
	4. Graaff-Reinet	*5. Chatsworth*	*6. Philippi*	*7. Jakkalsdans*
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*

SECTION 1: TRUE OR FALSE

To what extent are <u>each</u> of the following statements true or false?

1. **The Wheel of Balance is a method whereby people can determine in which direction a goal will lead them**	*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. **A person's goals should be based on a *generally* excepted value system**	*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. **A goal has to be measurable**	*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. **A goal has to be specific**	*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. **Goals should make provision for changes in a person's personality**	*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. **Goals must give a person satisfaction**	*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*

SECTION 2: MOST RELEVANT RESPONSE

Choose the most relevant response to <u>each</u> 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)

1. **My knowledge of the *different types* of goals can now be described as...**	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
2. **My knowledge of the *guidelines for the formulation of goals* can now be described as...**	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
3. **My knowledge of the *SMART principle* in goal formulation can now be described as**	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
4. **My knowledge of the *requirements* for goal formulation can now be described as ...**	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
5. **My knowledge of the *function* of goals can now be described as...**	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
6. **My knowledge of the *Wheel of Balance* can now be described as...**	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
7. **My knowledge of *my own goals* can now be described as**	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*

SECTION 3: AGREE/DISAGREE

To what extent do you agree or disagree with <u>each</u> of the following statements?

1. I will set time aside to think about my personal goals	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
2. People should write down their goals	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
3. Personal goals need not be very specific	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
4. I will still find it difficult to set goals for myself	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
5. It will be easy for me to reach my goals	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
6. I will trust in my ability to formulate good goals for my life	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
7. Goals help a person to cope better with change	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
8. You are a failure if you don't reach your goals	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
9. Too much emphasis is placed on goal formulation	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
10. I will be able to set *realistic* goals	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
11. I will find it difficult to formulate personal goals that is *measurable*	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
12. I will find it difficult to formulate personal goals that is *specific*	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
13. I will still not like to set a *time limit* on when I must reach a personal goal	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
14. I will still set goals for myself that are *unattainable (unreachable)*	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*

SECTION 4: HOW OFTEN

Instructions:

How *often* will <u>each</u> of the following things occur in the future?

(Please answer these questions <u>absolutely</u> honestly)

1. I will formulate goals regarding my *promotion* in the SAPS	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
2. I will formulate *financial goals* for myself	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
3. I will formulate *goals for my family*	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
4. I will formulate *work-related goals*	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
5. I will formulate *social goals* for myself	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
6. I will formulate *intellectual goals* for myself	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
7. I will formulate *spiritual goals* for myself	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
8. I will formulate goals that relate to *serving my community*	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
9. I will *revise* the goals that I have formulated for myself	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
10. How often will your goals be *measurable*?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
11. How often will your goals be *specific*?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
12. How often will your goals be *realistic*?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
13. How often will your goals be *attainable*?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
14. How often will your goals be set within a *time frame*?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*

SECTION 5: EVALUATION OF MODULE'S VALUE

Instructions:
Please evaluate the *value* of the module by completing <u>each</u> of the following questions

1. How would you rate the value of the section: ***"Planning life goals"*** *{It included the questionnaire}*	*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: ***"Guidelines for goal formulation"*** *{It included the different types of goals}*	*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: ***"The basic principles for setting goals"*** *{It included the practical guidelines}*	*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 <u>overall value</u> of the *Planning of Goals* 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*

SECTION 6: EVALUATION OF MODULE'S RELEVANCE

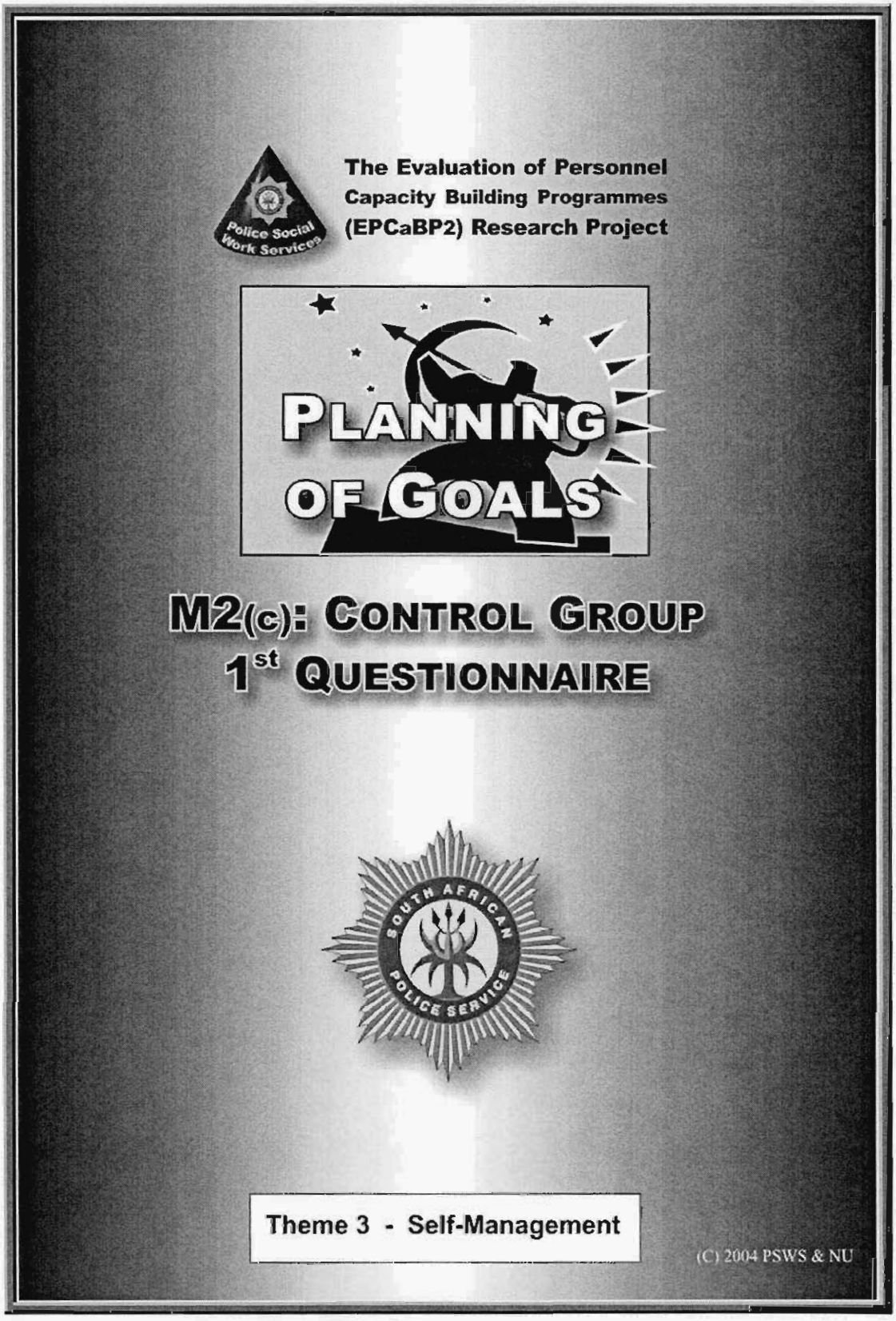
Instructions:
Please evaluate the *relevance* of the module by completing <u>each</u> of the following questions

1. The module will have a *positive impact* on my **job performance**	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
2. I will be able to *apply* the new *knowledge* **in my job**	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
3. I will be able to *apply* the new *skills* **in my job**	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
4. The module will have a *positive impact* on my ability to **cope** with the challenges of life	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
5. I will be able to *apply* the new *knowledge* **in my daily life**	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
6. I will be able to *apply* the new *skills* **in my daily life**	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*

7. The module will increase my **job satisfaction**	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
8. The module will increase my **productivity**	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
9. The module will improve my ability to function in **work related teams** *(e.g. platoons, teams, units)*	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
10. The module will improve my ability to render a **good service** to SAPS customers	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
11. **All other SAPS personnel** should **receive** this module	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
12. If all things are taken into account, this module was **relevant for my job and personal life**	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*

Thank you for completing this "Planning of Goals" questionnaire

QUESTIONNAIRE M2(C): CONTROL GROUP – 1ST QUESTIONNAIRE (PRE-TEST)



QUESTIONNAIRE: PLANNING OF GOALS

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 Life-Skills programme's ***"Planning of Goals"*** 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 the planning of goals.

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 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 **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 college** 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. Philippi*	*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*

SECTION 1: TRUE OR FALSE

To what extent are <u>each</u> of the following statements true or false?

1. **The Wheel of Balance is a method whereby people can determine in which direction a goal will lead them**	*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. **A person's goals should be based on a *generally* excepted value system**	*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. **A goal has to be measurable**	*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. **A goal has to be specific**	*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. **Goals should make provision for changes in a person's personality**	*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. **Goals must give a person satisfaction**	*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*

SECTION 2: MOST RELEVANT RESPONSE

Choose the most relevant response to <u>each</u> 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)

1. **My knowledge of the *different types* of goals can be described as...**	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
2. **My knowledge of the *guidelines for the formulation of goals* can be described as...**	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
3. **My knowledge of the *SMART principle* in goal formulation can be described as**	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
4. **My knowledge of the *requirements* for goal formulation can be described as...**	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
5. **My knowledge of the *function* of goals can be described as...**	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
6. **My knowledge of the *Wheel of Balance* can be described as...**	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
7. **My knowledge of *my own goals* can be described as**	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*

SECTION 3: AGREE/DISAGREE

To what extent do you agree or disagree with <u>each</u> of the following statements?

Questions	*1.*	*2.*	*3.*	*4.*
1. **I set time aside to think about my personal goals**	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
2. **People should write down their goals**	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
3. **Personal goals need not be very specific**	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
4. **I sometimes find it difficult to set goals for myself**	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
5. **It is easy to reach those goals that I *have* set for myself**	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
6. **I trust in my ability to formulate good goals for my life**	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
7. **Goals help a person to cope better with change**	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
8. **You are a failure if you don't reach your goals**	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
9. **Too much emphasis is placed on goal formulation**	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
10. **I am able to set *realistic* goals**	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
11. **I find it difficult to formulate personal goals that is *measurable***	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
12. **I find it difficult to formulate personal goals that is *specific***	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
13. **I do not like to set a *time limit* on when I must reach a personal goal**	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
14. **I find that the goals that I set for myself are often *unattainable (unreachable)***	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*

SECTION 4: HOW OFTEN

Instructions:

How often does <u>each</u> of the following things occur in your life?

(Please answer these questions <u>absolutely</u> honestly)

1. I formulated goals regarding my *promotion* in the SAPS	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
2. I formulated *financial goals* for myself	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
3. I formulated *goals for my family*	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
4. I formulated *work-related goals*	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
5. I formulated *social goals* for myself	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
6. I formulated *intellectual goals* for myself	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
7. I formulated *spiritual goals* for myself	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
8. I formulated goals that relate to *serving my community*	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
9. I *revised* the goals that I have formulated for myself	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
10. How often have your goals been *measurable*?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
11. How often have your goals been *specific*?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
12. How often have your goals been *realistic*?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
13. How often have your goals been *attainable*?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
14. How often have your goals been set within a *time frame*?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*

Thank you for completing this questionnaire

QUESTIONNAIRE M2(D): CONTROL GROUP – 2ND QUESTIONNAIRE (POST-TEST)

The Evaluation of Personnel Capacity Building Programmes (EPCaBP2) Research Project

PLANNING OF GOALS

M2(d): CONTROL GROUP 2nd QUESTIONNAIRE

Theme 3 - Self-Management

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QUESTIONNAIRE: PLANNING OF GOALS

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 Life Skills programme's ***"Planning of Goals"*** 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 the planning of goals.

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 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 **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 college** 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. Philippi* / *7. Jakkalsdams*		
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*

SECTION 1: TRUE OR FALSE

To what extent are <u>each</u> of the following statements true or false?

1. **The Wheel of Balance is a method whereby people can determine in which direction a goal will lead them**	*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. **A person's goals should be based on a *generally* excepted value system**	*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. **A goal has to be measurable**	*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. **A goal has to be specific**	*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. **Goals should make provision for changes in a person's personality**	*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. **Goals must give a person satisfaction**	*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*

SECTION 2: MOST RELEVANT RESPONSE

Choose the most relevant response to <u>each</u> 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)*

1. **My knowledge of the *different types* of goals can be described as...**	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
2. **My knowledge of the *guidelines for the formulation of goals* can be described as...**	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
3. **My knowledge of the *SMART principle* in goal formulation can be described as**	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
4. **My knowledge of the *requirements* for goal formulation can be described as...**	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
5. **My knowledge of the *function* of goals can be described as...**	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
6. **My knowledge of the *Wheel of Balance* can be described as...**	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
7. **My knowledge of *my own goals* can be described as**	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*

SECTION 3: AGREE/DISAGREE

To what extent do you agree or disagree with <u>each</u> of the following statements?

Questions	*1.*	*2.*	*3.*	*4.*
1. I set time aside to think about my personal goals	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
2. People should write down their goals	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
3. Personal goals need not be very specific	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
4. I sometimes find it difficult to set goals for myself	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
5. It is easy to reach those goals that I *have* set for myself	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
6. I trust in my ability to formulate good goals for my life	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
7. Goals help a person to cope better with change	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
8. You are a failure if you don't reach your goals	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
9. Too much emphasis is placed on goal formulation	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
10. I am able to set *realistic* goals	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
11. I find it difficult to formulate personal goals that is *measurable*	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
12. I find it difficult to formulate personal goals that is *specific*	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
13. I do not like to set a *time limit* on when I must reach a personal goal	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
14. I find that the goals that I set for myself are often *unattainable (unreachable)*	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*

SECTION 4: HOW OFTEN

Instructions:
How often does <u>each</u> of the following things occur in your life?

(Please answer these questions <u>absolutely</u> honestly)

1. I formulated goals regarding my *promotion* in the SAPS	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
2. I formulated *financial goals* for myself	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
3. I formulated *goals for my family*	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
4. I formulated *work-related goals*	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
5. I formulated *social goals* for myself	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
6. I formulated *intellectual goals* for myself	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
7. I formulated *spiritual goals* for myself	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
8. I formulated goals that relate to *serving my community*	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
9. I *revised* the goals that I have formulated for myself	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
10. How often have your goals been *measurable*?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
11. How often have your goals been *specific*?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
12. How often have your goals been *realistic*?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
13. How often have your goals been *attainable*?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
14. How often have your goals been set within a *time frame*?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*

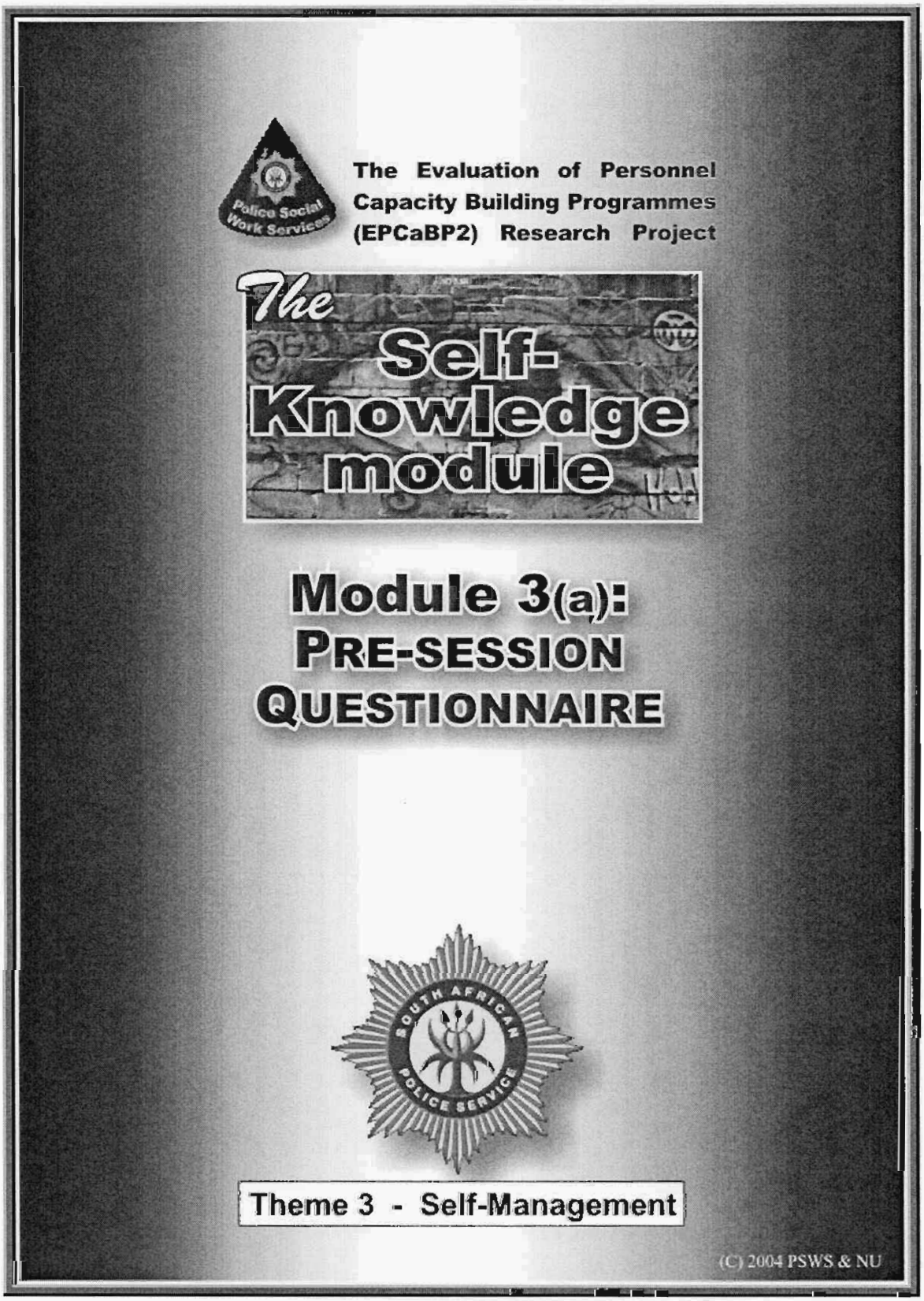
Thank you for completing this questionnaire

ADDENDUM 15:
VRAELYSTE WAT IN DIE EVALUERING VAN MODULE 3: SELFKENNIS GEBRUIK IS

LYS VAN VRAELYSTE PER KODE:

- **Questionnaire M3(a): Pre-session questionnaire (Pre-test – experimental group)**
- **Questionnaire M3(b): Post-session questionnaire (Post-test – experimental group)**
- **Questionnaire M3(c): Control Group – 1st questionnaire (Pre-test)**
- **Questionnaire M3(d): Control Group – 2nd questionnaire (Post-test)**

QUESTIONNAIRE M3(A): PRE-SESSION QUESTIONNAIRE (PRE-TEST – EXPERIMENTAL GROUP)



QUESTIONNAIRE: SELF-KNOWLEDGE

This questionnaire must be completed *before the start* of the "Self-Knowledge" Module

1. Introduction

You are about to complete the "SELF-KNOWLEDGE" 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 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 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 college** where the module will be presented.
- In the fourth row, write your **platoon number.**

Presenter:				
Date:	/ / 2005			
Place:		*1. Oudtshoorn*	*2. Pretoria*	*3. Bisho*
	4. Graaff-Reinet	*5. Chatsworth*	*6. Philippi*	*7. Jakkalsdans*
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*

SECTION 1: TRUE OR FALSE

To what extent are <u>each</u> of the following statements true or false?

1. **The terms "*self-concept*" and "*self-image*" refer to the same thing**	*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. **The Johari Window consists of *four* different areas**	*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. **A person who is domineering, usually has a poor self-image**	*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*

SECTION 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 implications of the term *"moral self-concept"* can be described as**	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
2. **My knowledge of the implications of the term *"intellectual self-concept"* can be described as**	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
3. **My knowledge of the implications of the term *"psychological self-concept"* can be described as**	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
4. **My knowledge of the implications of the term *"hidden self"* can be described as**	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
5. **My knowledge of the implications of the term *"undiscovered self"* can be described as**	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
6. **My knowledge of the implications of the term *"blind self"* can be described as**	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
7. **My knowledge of the implications of the term *"open self"* can be described as**	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
8. **My *self-knowledge* can be described as**	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*

SECTION 3: AGREE/DISAGREE

To what extent do you agree or disagree with <u>each</u> of the following statements?

1. **It is easy for me to talk about myself**	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
2. **I must know myself before I can develop a positive relationship with others**	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
3. **I accept myself as I am**	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
4. **I am unsure of the nature of *"my hidden self"***	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
5. **I am unsure of the nature of *"my blind self"***	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
6. **I am unsure of the nature of *"my discovered self"***	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
7. **I must have a realistic self-image before I could have a realistic picture of another person**	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
8. **You must know yourself before you can accept yourself**	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
9. **My self-concept will determine the way I will look at life in general**	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
10. **My self-concept will determine my behaviour**	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
11. **My self-knowledge contributes to the ideal person I would like to be**	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
12. **I find it difficult to tell others the things that I know about myself**	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*

SECTION 4: HOW OFTEN

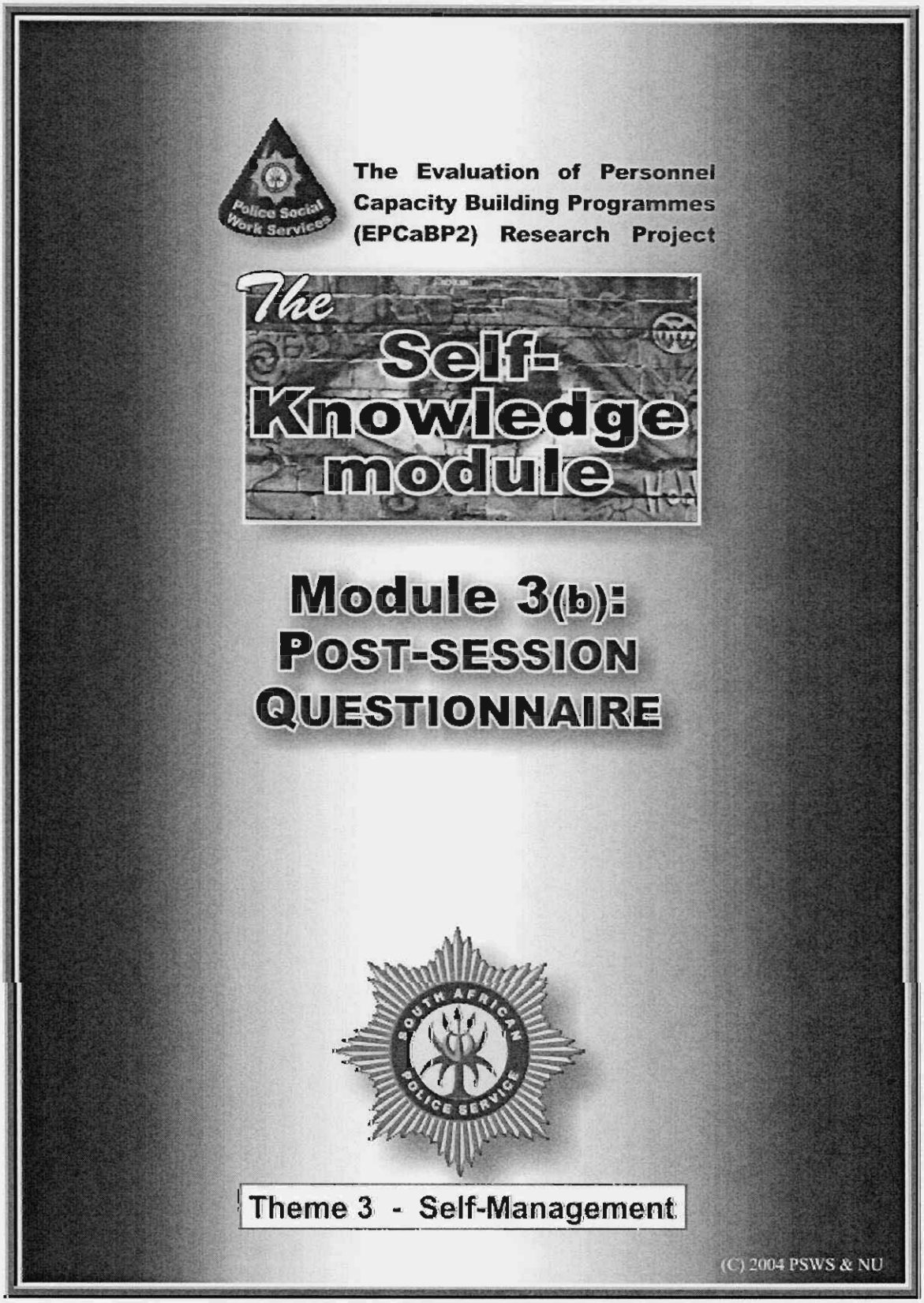
How often have the following things occurred in the past?

(Please answer the following questions absolutely honestly)

1. **How often have you been aware of your own position in the Johari window when you met new people?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
2. **How often have you deliberately tried to communicate more information about yourself in a relationship?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
3. **How often have you deliberately tried to increase your self-knowledge?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
4. **How often have you deliberately encouraged others to be self-disclosing with you?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
5. **How often have you deliberately replaced old, negative feelings with new, positive ones?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
6. **How often have you made an inventory (a list) of your strengths?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
7. **How often have you discussed your strengths with other people?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
8. **How often have you made an inventory (a list) of your weaknesses?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
9. **How often have you discussed your weaknesses with other people?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
10. **It has been easy for me to accept personal compliments**				

Thank you for completing this questionnaire

QUESTIONNAIRE M3(B): POST-SESSION QUESTIONNAIRE (POST-TEST – EXPERIMENTAL GROUP)



QUESTIONNAIRE: SELF-KNOWLEDGE

This questionnaire must be completed *after the completion* of the "Self-Knowledge" Module

1. Introduction

You have just completed the "SELF-KNOWLEDGE" 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 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 **presented** this particular module.
- In the second row, write the **date** on which the module was presented.
- In the third row indicate - by making a **cross** ☒ in the appropriate block - the **training college** where the module was presented.
- In the fourth row, write your **platoon number.**

Presenter:				
Date:	/ / 2005			
Place:		*1. Oudtshoorn*	*2. Pretoria*	*3. Bisho*
	4. Grauff-Reinet	*5. Chatsworth*	*6. Philippi*	*7. Jakkalsdans*
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*

SECTION 1: TRUE OR FALSE

To what extent are <u>each</u> of the following statements true or false?

	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*
1. **The terms "*self-concept*" and "*self-image*" refer to the same thing**					
2. **The Johari Window consists of *four* different areas**					
3. **A person who is domineering, usually has a poor self-image**					

SECTION 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 implications of the term *"moral self-concept"* can now be described as**	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
2. **My knowledge of the implications of the term *"intellectual self-concept"* can now be described as**	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
3. **My knowledge of the implications of the term *"psychological self-concept"* can now be described as**	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
4. **My knowledge of the implications of the term *"hidden self"* can now be described as**	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
5. **My knowledge of the implications of the term *"undiscovered self"* can now be described as**	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
6. **My knowledge of the implications of the term *"blind self"* can now be described as**	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
7. **My knowledge of the implications of the term *"open self"* can now be described as**	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
8. **My *self-knowledge* can now be described as**	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*

SECTION 3: AGREE/DISAGREE

To what extent do you agree or disagree with <u>each</u> of the following statements?

1. **It will be easier for me to talk about myself**	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
2. **I must know myself before I can develop a positive relationship with others**	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
3. **I will accept myself as I am**	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
4. **I am unsure of the nature of *"my hidden self"***	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
5. **I am unsure of the nature of *"my blind self"***	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
6. **I am unsure of the nature of *"my discovered self"***	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
7. **I must have a realistic self-image before I could have a realistic picture of another person**	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
8. **You must know yourself before you can accept yourself**	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
9. **My self-concept will determine the way I will look at life in general**	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
10. **My self-concept will determine my behaviour**	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
11. **My self-knowledge contributes to the ideal person I would like to be**	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
12. **I will still find it difficult to tell others the things that I know about myself**	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*

SECTION 4: HOW OFTEN

How often will <u>each</u> of the following things occur in the future?

(Please answer the following questions <u>absolutely</u> honestly)

1. **How often will you be aware of your own position in the Johari window when you meet new people?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
2. **How often will you deliberately try to communicate more information about yourself in a relationship?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
3. **How often will you deliberately try to increase your self-knowledge?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
4. **How often will you deliberately encourage others to be self-disclosing with you?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
5. **How often are you going to deliberately replace old, negative feelings with new, positive ones?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
6. **How often are you going to make an inventory (a list) of your strengths?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
7. **How often will you discuss your strengths with other people?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
8. **How often are you going to make an inventory (a list) of your weaknesses?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
9. **How often will you discuss your weaknesses with other people?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
10. **It will be easy for me to accept personal compliments**				

SECTION 5: EVALUATION OF THE MODULE'S VALUE

Instructions:
Please evaluate the *value* of the module by completing <u>each</u> of the following questions

1. How would you rate the value of the section: ***"Aspects of self-knowledge"*** *{It included aspects such as the physical, intellection self, etc}.*	*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: ***"Learning about ourselves"*** *{It included the Johari Window}*	*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: ***"The importance of a person's self-concept"*** *{It included the development and characteristics of self-image}*	*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 <u>overall value</u> of the *Self Knowledge* 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*

SECTION 6: EVALUATION OF THE MODULE'S RELEVANCE

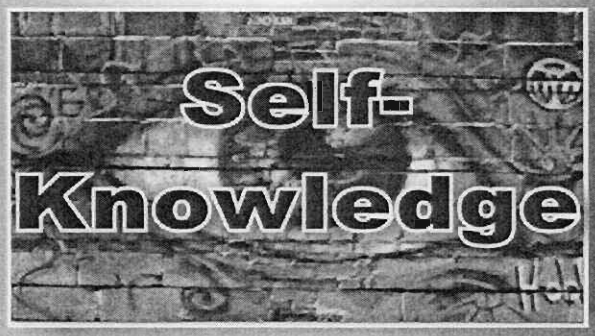
Instructions:
Please evaluate the *relevance* of the module by completing <u>each</u> of the following questions

1. The module will have a *positive impact* on my **job performance**	*1 Strongly disagree*	*2 Disagree*	*3 Agree*	*4 Strongly agree*
2. I will be able to *apply* my new *knowledge* **in my job**	*1 Strongly disagree*	*2 Disagree*	*3 Agree*	*4 Strongly agree*
3. I will be able to *apply* my new *skills* **in my job**	*1 Strongly disagree*	*2 Disagree*	*3 Agree*	*4 Strongly agree*
4. The module will have a *positive impact* 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 *apply* my new *knowledge* **in my daily life**	*1 Strongly disagree*	*2 Disagree*	*3 Agree*	*4 Strongly agree*
6. I will be able to *apply* 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

QUESTIONNAIRE M3(C): CONTROL GROUP – 1ST QUESTIONNAIRE (PRE-TEST)

The Evaluation of Personnel Capacity Building Programmes (EPCaBP2) Research Project



M3 (c): CONTROL GROUP
1ST QUESTIONNAIRE

Theme 3 - Self-Management

(C) 2004 PSWS & NU

QUESTIONNAIRE: SELF-KNOWLEDGE

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 ***"Self-Knowledge"*** 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 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 **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 college** 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. Philippi*	*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*

SECTION 1: TRUE OR FALSE

To what extent are <u>each</u> of the following statements true or false?

1. **The terms "*self-concept*" and "*self-image*" refer to the same thing**	*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. **The Johari Window consists of *four* different areas**	*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. **A person who is domineering, usually has a poor self-image**	*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*

SECTION 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 implications of the term *"moral self-concept"* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
2. My knowledge of the implications of the term *"intellectual self-concept"* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
3. My knowledge of the implications of the term *"psychological self-concept"* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
4. My knowledge of the implications of the term *"hidden self"* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
5. My knowledge of the implications of the term *"undiscovered self"* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
6. My knowledge of the implications of the term *"blind self"* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
7. My knowledge of the implications of the term *"open self"* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
8. My *self-knowledge* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*

SECTION 3: AGREE/DISAGREE

To what extent do you agree or disagree with <u>each</u> of the following statements?

1. It is easy for me to talk about myself	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
2. I must know myself before I can develop a positive relationship with others	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
3. I accept myself as I am	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
4. I am unsure of the nature of *"my hidden self"*	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
5. I am unsure of the nature of *"my blind self"*	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
6. I am unsure of the nature of *"my discovered self"*	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
7. I must have a realistic self-image before I could have a realistic picture of another person	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
8. You must know yourself before you can accept yourself	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
9. My self-concept will determine the way I will look at life in general	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
10. My self-concept will determine my behaviour	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
11. My self-knowledge contributes to the ideal person I would like to be	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
12. I find it difficult to tell others the things that I know about myself	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*

SECTION 4: HOW OFTEN

How often have the following things occurred in your life?

(Please answer the following questions absolutely honestly)

1. How often are you aware of your own position in the Johari window when you meet new people?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
2. How often do you deliberately try to communicate more information about yourself in a relationship?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
3. How often do you deliberately try to increase your self-knowledge?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
4. How often do you deliberately encourage others to be self-disclosing with you?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
5. How often do you deliberately replaced old, negative feelings with new, positive ones?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
6. How often do you make an inventory (a list) of your strengths?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
7. How often do you discuss your strengths with other people?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
8. How often do you make an inventory (a list) of your weaknesses?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
9. How often do you discuss your weaknesses with other people?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
10. It has been easy for me to accept personal compliments	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*

Thank you for completing this questionnaire

QUESTIONNAIRE M3(D): CONTROL GROUP – 2ND QUESTIONNAIRE (POST-TEST)

The Evaluation of Personnel Capacity Building Programmes (EPCaBP2) Research Project

M3 (d): CONTROL GROUP 2ND QUESTIONNAIRE

Theme 3 - Self-Management

(C) 2004 PSWS & NU

QUESTIONNAIRE: SELF-KNOWLEDGE

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 ***"Self-Knowledge"*** 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.

2.5 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.
2.6 Mark only **one** answer per question.
2.7 Answer **all** the questions.
2.8 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 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 **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 college** 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. Philippi*	*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*

SECTION 1: TRUE OR FALSE

To what extent are <u>each</u> of the following statements true or false?

1. **The terms "*self-concept*" and "*self-image*" refer to the same thing**	*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. **The Johari Window consists of *four* different areas**	*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. **A person who is domineering, usually has a poor self-image**	*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*

SECTION 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 implications of the term *"moral self-concept"* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
2. My knowledge of the implications of the term *"intellectual self-concept"* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
3. My knowledge of the implications of the term *"psychological self-concept"* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
4. My knowledge of the implications of the term *"hidden self"* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
5. My knowledge of the implications of the term *"undiscovered self"* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
6. My knowledge of the implications of the term *"blind self"* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
7. My knowledge of the implications of the term *"open self"* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
8. My *self-knowledge* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*

SECTION 3: AGREE/DISAGREE

To what extent do you agree or disagree with <u>each</u> of the following statements?

1. It is easy for me to talk about myself	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
2. I must know myself before I can develop a positive relationship with others	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
3. I accept myself as I am	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
4. I am unsure of the nature of *"my hidden self"*	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
5. I am unsure of the nature of *"my blind self"*	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
6. I am unsure of the nature of *"my discovered self"*	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
7. I must have a realistic self-image before I could have a realistic picture of another person	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
8. You must know yourself before you can accept yourself	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
9. My self-concept will determine the way I will look at life in general	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
10. My self-concept will determine my behaviour	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
11. My self-knowledge contributes to the ideal person I would like to be	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
12. I find it difficult to tell others the things that I know about myself	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*

SECTION 4: HOW OFTEN

How often have the following things occurred in your life?

(Please answer the following questions absolutely honestly)

1. How often are you aware of your own position in the Johari window when you meet new people?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
2. How often do you deliberately try to communicate more information about yourself in a relationship?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
3. How often do you deliberately try to increase your self-knowledge?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
4. How often do you deliberately encourage others to be self-disclosing with you?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
5. How often do you deliberately replaced old, negative feelings with new, positive ones?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
6. How often do you make an inventory (a list) of your strengths?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
7. How often do you discuss your strengths with other people?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
8. How often do you make an inventory (a list) of your weaknesses?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
9. How often do you discuss your weaknesses with other people?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
10. It has been easy for me to accept personal compliments	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*

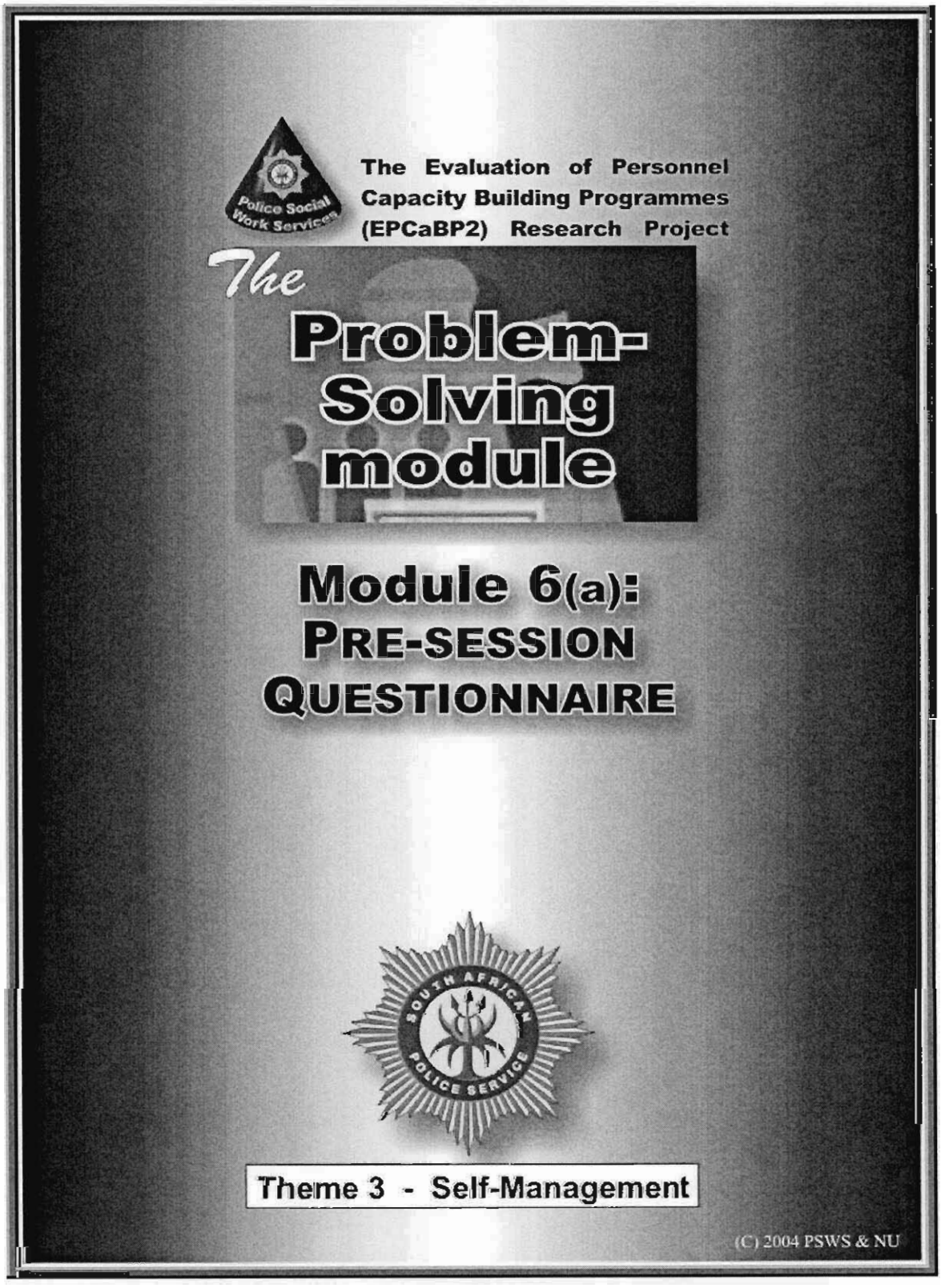
Thank you for completing this questionnaire

ADDENDUM 16:
VRAELYSTE WAT IN DIE EVALUERING VAN MODULE 6: PROBLEEMOPLOSSING GEBRUIK IS

LYS VAN VRAELYSTE PER KODE:

- **Questionnaire M6(a): Pre-session questionnaire (Pre-test – experimental group)**
- **Questionnaire M6(b): Post-session questionnaire (Post-test – experimental group)**
- **Questionnaire M6(c): Control Group – 1st questionnaire (Pre-test)**
- **Questionnaire M6(d): Control Group – 2nd questionnaire (Post-test)**

QUESTIONNAIRE M6(A): PRE-SESSION QUESTIONNAIRE (PRE-TEST – EXPERIMENTAL GROUP)



QUESTIONNAIRE: PROBLEM-SOLVING

This questionnaire must be completed *before the start* of the "Problem-Solving" Module

1. Introduction

You are about to complete the "PROBLEM-SOLVING" 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 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 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 college** where the module will be presented.
- In the fourth row, write your **platoon number.**

Presenter:				
Date:	/ / 2005			
Place:		*1. Oudtshoorn*	*2. Pretoria*	*3. Bisho*
	4. Graaff-Reinet	*5. Chatsworth*	*6. Philippi*	*7. Jakkalsdans*
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*

SECTION 1: TRUE OR FALSE

To what extent are <u>each</u> of the following statements true or false?

1. **One of the reasons why people find it difficult to come to a decision is that they don't *really* know what they want**	*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. **During problem-solving, it is important to ask: *What will happen if the problem is ignored?***	*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. **The technique of *"brainstorming"* can be used to generate possible solutions to a 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*
4. **You should evaluate *<u>every</u> possible solution* to a 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. **After you have found a solution, you should *immediately* implement it**	*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. **During evaluation you should make sure if *<u>everybody</u>* is satisfied**	*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*

SECTION 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 *nature* of *decision-making* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
2. My knowledge of the *nature* of the *scientific problem-solving process* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
3. My knowledge of the *specific steps* that make up the scientific problem-solving process can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
4. My knowledge of the *questions* to ask during problem analysis can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
5. My knowledge of the *techniques* that could be used in scientific problem-solving can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
6. My knowledge of *brainstorming* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
7. My knowledge of the *criteria* that could be used to choose the most appropriate solution to a problem can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
8. My knowledge of the *planning and implementation step* of the scientific problem-solving process can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
9. My knowledge of the *evaluation step* of the scientific problem-solving process can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*

SECTION 3: AGREE/DISAGREE

To what extent do you agree or disagree with <u>each</u> of the following statements?

1. **The scientific problem solving process is the best route to follow when dealing with *all types* of problems**	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
2. **I like to tackle problems when I am emotional**	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
3. **Some of my problems are so complex that they cannot be solved**	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
4. **When faced with a new problem, I like to wait until I have the emotional energy to tackle it**	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
5. **When faced with a new problem, I am sometimes unsure if I will be able to solve it**	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
6. **When faced with a difficult situation, I am sometimes too emotional to think straight**	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
7. **When my first attempt to solve a problem fails, I sometimes became unsure of my ability to deal with it**	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
8. **I am able to teach my children better problem-solving skills than my parents taught me**	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*

SECTION 4: HOW OFTEN

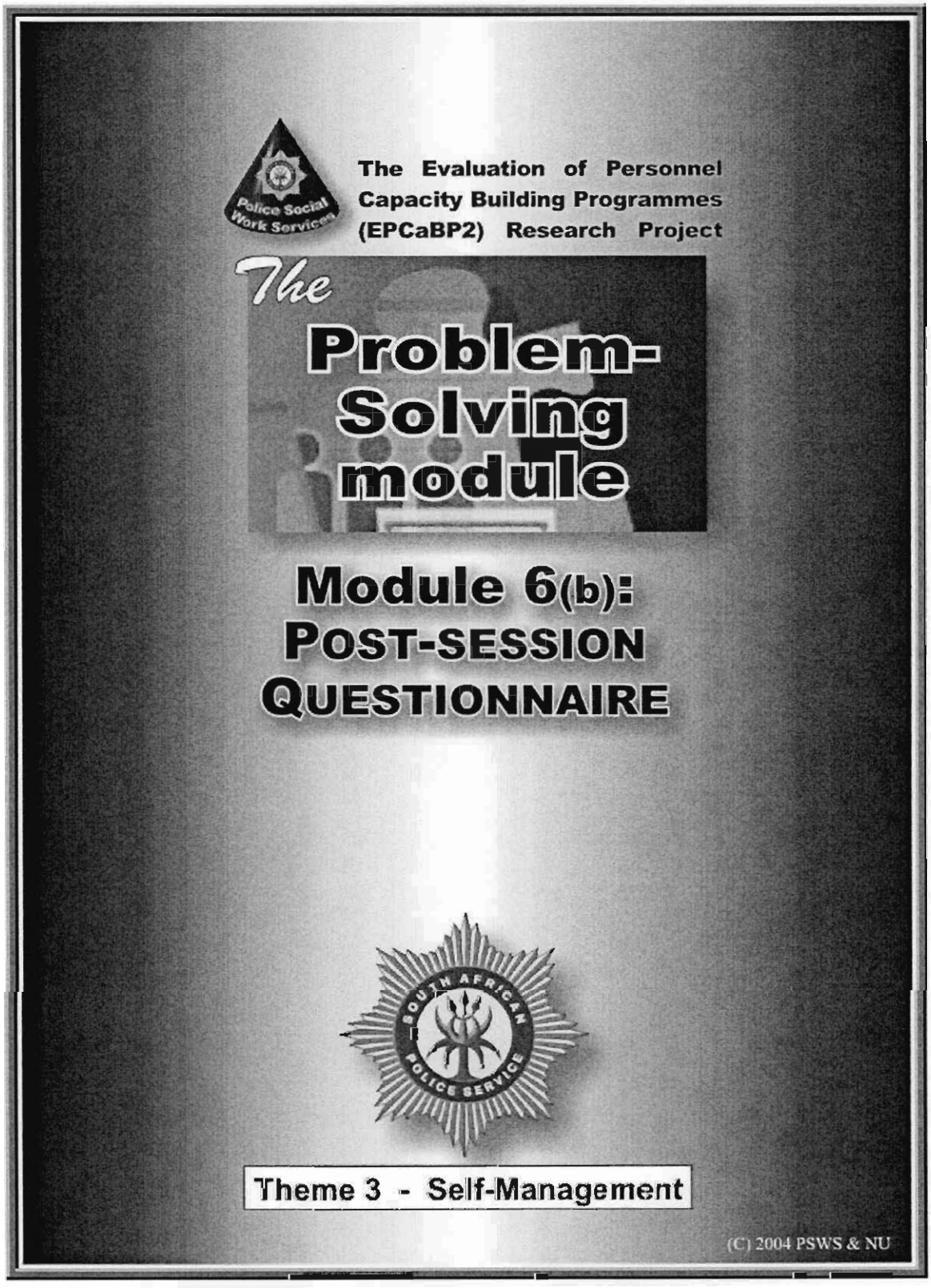
How often have the following things occurred in the past?

(Please answer the following questions absolutely honestly)

1. How often was there a difference between the way in which you made simple and complex decisions?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
2. How often did you make a snap decision that you later regretted?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
3. How often did you flip a coin *(i.e. heads or tails)* if you couldn't choose between two alternatives?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
4. How often did you follow the scientific problem-solving process?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
5. How often did you first think about your attitude towards a problem before you tackled it?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
6. How often did you collect information about a problem before defining it?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
7. How often did you first analyse the problem before you looked for a solution?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
8. How often did you break down a complicated problem into smaller, more manageable elements before looking for solutions?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
9. How often did you ask other people for their views on possible solutions to a problem?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
10. How often did you first look for a variety of solutions before deciding on one?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
11. When faced with various potential solutions, how often did you determine the consequences of each alternative?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
12. How often did you decide beforehand what criteria *(e.g. time, money, effort)* you were going to use in choosing the most appropriate solution?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
13. After you have found the appropriate solution to a problem, how often did you immediately start implementing it?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
14. How often did you purposefully plan how you were going to implement the solution to a problem?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
15. When a chosen solution was unsuccessful, how often did you evaluate why it didn't work?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
16. How often did you compare your planned outcome to a problem-solving process with what actually happened?	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*

Thnk you for completing this questionnaire

QUESTIONNAIRE M6(B): POST-SESSION QUESTIONNAIRE (POST-TEST – EXPERIMENTAL GROUP)



QUESTIONNAIRE: PROBLEM-SOLVING

This questionnaire must be completed *after the completion* of the "Problem-Solving" Module

1. Introduction

You have just completed the "PROBLEM-SOLVING" 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 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 **presented** this particular module.
- In the second row, write the **date** on which the module was presented.
- In the third row indicate - by making a **cross** ☒ in the appropriate block - the **training college** where the module was presented.
- In the fourth row, write your **platoon number.**

Presenter:				
Date:	/ / 2005			
Place:		*1. Oudtshoorn*	*2. Pretoria*	*3. Bisho*
	4. Graaff-Reinet	*5. Chatsworth*	*6. Philippi*	*7. Jakkalsdans*
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*

SECTION 1: TRUE OR FALSE

To what extent are <u>each</u> of the following statements true or false?

	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*
1. **One of the reasons why people find it difficult to come to a decision is that they don't *really* know what they want**					
2. **During problem solving, it is important to ask: *What will happen if the problem is ignored?***					
3. **The technique of *"brainstorming"* can be used to generate possible solutions to a problem**					
4. **You should evaluate <u>*every*</u> *possible solution* to a problem**					
5. **After you have found a solution, you should *immediately* implement it**					
6. **During evaluation you should make sure if <u>*everybody*</u> is satisfied**					

SECTION 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 *nature* of *decision-making* can now be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
2. My knowledge of the *nature* of the *scientific problem solving process* can now be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
3. My knowledge of the *specific steps* that make up the scientific problem solving process can now be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
4. My knowledge of the *questions* to ask during problem analysis can now be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
5. My knowledge of the *techniques* that could be used in scientific problem solving can now be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
6. My knowledge of *brainstorming* can now be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
7. My knowledge of the *criteria* that could be used to choose the most appropriate solution to a problem can now be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
8. My knowledge of the *planning and implementation step* of the scientific problem solving process can now be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
9. My knowledge of the *evaluation step* of the scientific problem solving process can now be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*

SECTION 3: AGREE/DISAGREE

To what extent do you agree or disagree with <u>each</u> of the following statements?

1. **The scientific problem solving process is the best route to follow when dealing with *all types* of problems**	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
2. **I will tackle problems when I am emotional**	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
3. **Some of my problems are so complex that they cannot be solved**	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
4. **When faced with a new problem, I would like to wait until I have the emotional energy to tackle it**	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
5. **When faced with a new problem, I will sometimes be unsure if I will be able to solve it**	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
6. **When faced with a difficult situation, I will sometimes be too emotional to think straight**	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
7. **When my first attempt to solve a problem fails, I will sometimes become unsure of my ability to deal with it**	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
8. **I will be able to teach my children better problem solving skills than my parents taught me**	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*

SECTION 4: HOW OFTEN

How often will the following things occur in the future?

(Please answer the following questions absolutely honestly)

1. **How often will there be a difference between the way in which you make simple and complex decisions?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
2. **How often will you make a snap decision that you will regret later?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
3. **How often will you flip a coin** *(i.e. heads or tails)* **if you can't choose between two alternatives?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
4. **How often will you follow the scientific problem solving process?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
5. **How often will you first think about your attitude towards a problem before you tackle it?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
6. **How often will you collect information about a problem before defining it?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
7. **How often will you first analyse the problem before you look for a solution?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
8. **How often will you break down a complicated problem into smaller, more manageable elements before looking for solutions?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
9. **How often will you ask other people for their views on possible solutions to a problem?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
10. **How often will you first look for a variety of solutions before deciding on one?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
11. **When faced with various potential solutions, how often will you determine the consequences of each alternative?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
12. **How often will you decide beforehand what criteria** *(e.g. time, money, effort)* **you are going to use in choosing the most appropriate solution?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
13. **After you have found the appropriate solution to a problem, how often will you immediately start implementing it?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
14. **How often will you purposefully plan how you are going to implement the solution to a problem?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
15. **When a chosen solution is unsuccessful, how often will you evaluate why it didn't work?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
16. **How often will you compare your planned outcome to a problem solving process with what actually happened?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*

SECTION 5: EVALUATION OF THE MODULE'S VALUE

Instructions:

Please evaluate the *value* of the module by completing <u>each</u> of the following questions

1. How would you rate the value of the section: ***"What is a decision?"***	*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 is it difficult to make decisions"***	*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: ***"The problem solving strategy"*** *{It included the six steps}*	*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 <u>overall value</u> of the *Problem Solving* 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*

SECTION 6: EVALUATION OF THE MODULE'S RELEVANCE

Instructions:

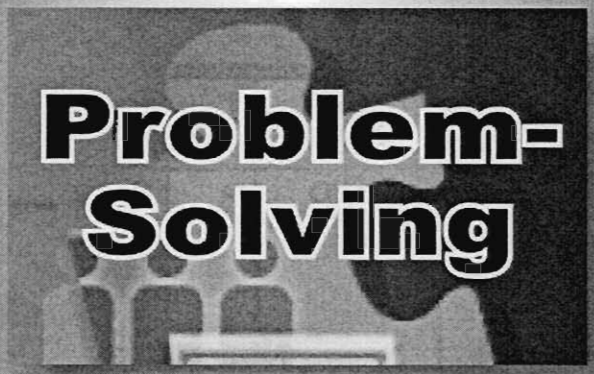
Please evaluate the *relevance* of the module by completing <u>each</u> of the following questions

1. The module will have a *positive impact* on my **job performance**	*1 Strongly disagree*	*2 Disagree*	*3 Agree*	*4 Strongly agree*
2. I will be able to *apply* my new *knowledge* **in my job**	*1 Strongly disagree*	*2 Disagree*	*3 Agree*	*4 Strongly agree*
3. I will be able to *apply* my new *skills* **in my job**	*1 Strongly disagree*	*2 Disagree*	*3 Agree*	*4 Strongly agree*
4. The module will have a *positive impact* 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 *apply* my new *knowledge* **in my daily life**	*1 Strongly disagree*	*2 Disagree*	*3 Agree*	*4 Strongly agree*
6. I will be able to *apply* 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

QUESTIONNAIRE M6(C): CONTROL GROUP – 1ST QUESTIONNAIRE (PRE-TEST)

The Evaluation of Personnel Capacity Building Programmes (EPCaBP2) Research Project



M6(c): CONTROL GROUP
1ST QUESTIONNAIRE

Theme 3 - Self-Management

(C) 2004 PSWS & NU

QUESTIONNAIRE: PROBLEM-SOLVING

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 ***"Problem-Solving"*** 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 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 **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 college** 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. Philippi*	*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*

SECTION 1: TRUE OR FALSE

To what extent is <u>each</u> of the following statements true or false?

	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*
1. **One of the reasons why people find it difficult to come to a decision is that they don't *really* know what they want**					
2. **During problem-solving, it is important to ask: *What will happen if the problem is ignored?***					
3. **The technique of *"brainstorming"* can be used to generate possible solutions to a problem**					
4. **You should evaluate <u>*every possible solution*</u> to a problem**					
5. **After you have found a solution, you should *immediately* implement it**					
6. **During evaluation you should make sure if <u>*everybody*</u> is satisfied**					

SECTION 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 *nature* of *decision-making* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
2. My knowledge of the *nature* of the *scientific problem-solving process* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
3. My knowledge of the *specific steps* that make up the scientific problem-solving process can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
4. My knowledge of the *questions* to ask during problem analysis can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
5. My knowledge of the *techniques* that could be used in scientific problem-solving can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
6. My knowledge of *brainstorming* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
7. My knowledge of the *criteria* that could be used to choose the most appropriate solution to a problem can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
8. My knowledge of the *planning and implementation step* of the scientific problem-solving process can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
9. My knowledge of the *evaluation step* of the scientific problem-solving process can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*

SECTION 3: AGREE/DISAGREE

To what extent do you agree or disagree with <u>each</u> of the following statements?

1. The scientific problem solving process is the best route to follow when dealing with *all types* of problems	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
2. I like to tackle problems when I am emotional	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
3. Some of my problems are so complex that they cannot be solved	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
4. When faced with a new problem, I like to wait until I have the emotional energy to tackle it	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
5. When faced with a new problem, I am sometimes unsure if I will be able to solve it	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
6. When faced with a difficult situation, I am sometimes too emotional to think straight	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
7. When my first attempt to solve a problem fails, I sometimes become unsure of my ability to deal with it	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
8. I am able to teach my children better problem-solving skills than my parents taught me	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*

SECTION 4: HOW OFTEN

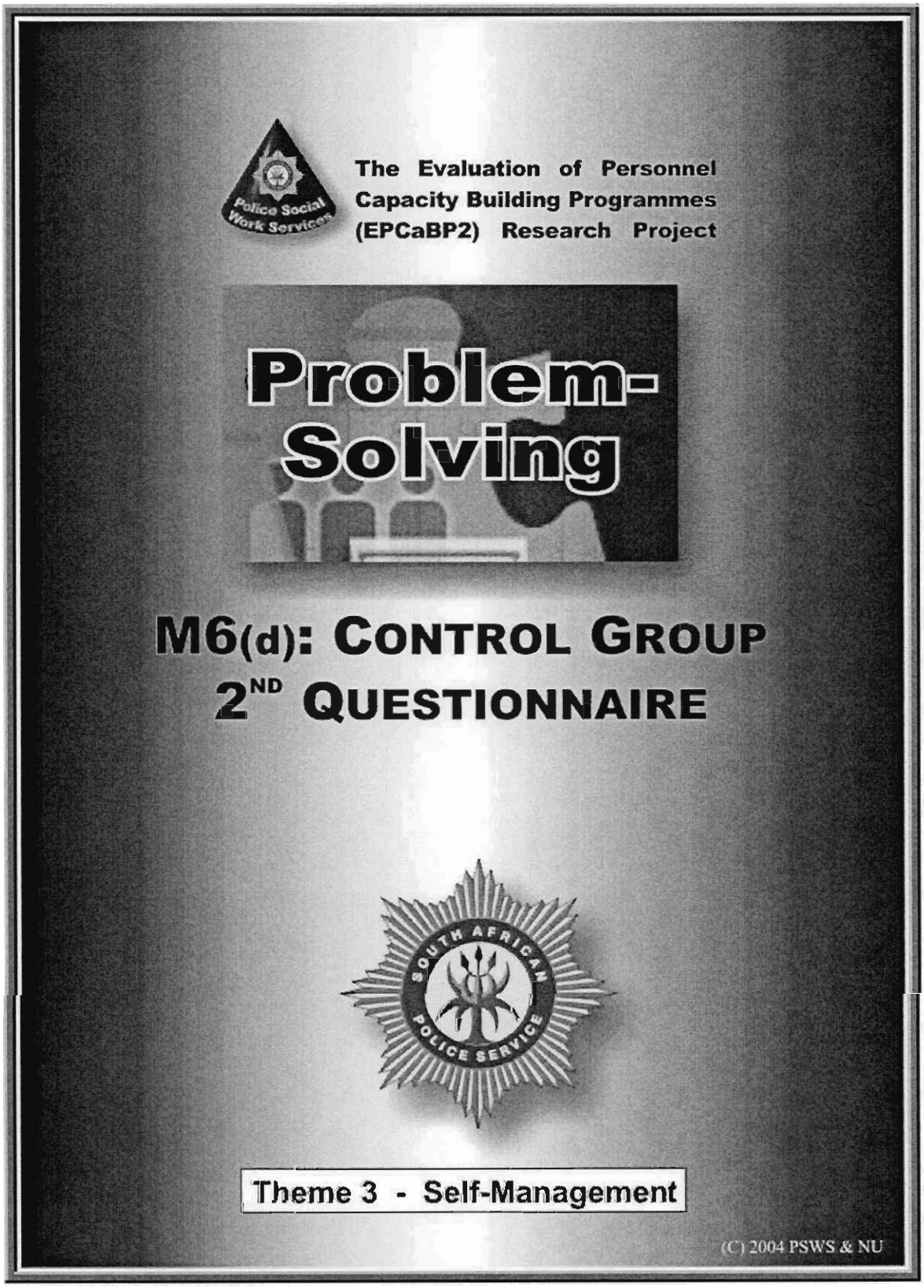
How often have the following things occurred in your life?

(Please answer the following questions absolutely honestly)

1. **How often is there a difference between the way in which you make simple and complex decisions?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
2. **How often do you make a snap decision that you later regret?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
3. **How often do you flip a coin** *(i.e. heads or tails)* **if you can't choose between two alternatives?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
4. **How often do you follow the scientific problem-solving process?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
5. **How often do you first think about your attitude towards a problem before you tackle it?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
6. **How often do you collect information about a problem before defining it?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
7. **How often do you first analyse the problem before you look for a solution?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
8. **How often do you break down a complicated problem into smaller, more manageable elements before you look for solutions?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
9. **How often do you ask other people for their views on possible solutions to a problem?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
10. **How often do you first look for a variety of solutions before deciding on one?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
11. **When faced with various potential solutions, how often do you determine the consequences of each alternative?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
12. **How often do you decide beforehand what criteria** *(e.g. time, money, effort)* **you are going to use in choosing the most appropriate solution?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
13. **After you have found the appropriate solution to a problem, how often do you immediately start implementing it?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
14. **How often do you purposefully plan how you were going to implement the solution to a problem?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
15. **When a chosen solution was unsuccessful, how often do you evaluate why it didn't work?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
16. **How often do you compare your planned outcome to a problem-solving process with what actually happened?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*

Thank you for completing this questionnaire

QUESTIONNAIRE M6(D): CONTROL GROUP – 2ND QUESTIONNAIRE (POST-TEST)



QUESTIONNAIRE: PROBLEM-SOLVING

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 ***"Problem-Solving"*** 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.

2.5 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.
2.6 Mark only **one** answer per question.
2.7 Answer **all** the questions.
2.8 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 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 **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 college** 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. Philippi*	*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*

SECTION 1: TRUE OR FALSE

To what extent is <u>each</u> of the following statements true or false?

	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*
1. One of the reasons why people find it difficult to come to a decision is that they don't *really* know what they want					
2. During problem-solving, it is important to ask: *What will happen if the problem is ignored?*					
3. The technique of *"brainstorming"* can be used to generate possible solutions to a problem					
4. You should evaluate *<u>every</u> possible solution* to a problem					
5. After you have found a solution, you should *immediately* implement it					
6. During evaluation you should make sure if *<u>everybody</u>* is satisfied					

SECTION 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 *nature* of *decision-making* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
2. My knowledge of the *nature* of the *scientific problem-solving process* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
3. My knowledge of the *specific steps* that make up the scientific problem-solving process can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
4. My knowledge of the *questions* to ask during problem analysis can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
5. My knowledge of the *techniques* that could be used in scientific problem-solving can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
6. My knowledge of *brainstorming* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
7. My knowledge of the *criteria* that could be used to choose the most appropriate solution to a problem can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
8. My knowledge of the *planning and implementation step* of the scientific problem-solving process can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
9. My knowledge of the *evaluation step* of the scientific problem-solving process can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*

SECTION 3: AGREE/DISAGREE

To what extent do you agree or disagree with <u>each</u> of the following statements?

1. The scientific problem solving process is the best route to follow when dealing with *all types* of problems	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
2. I like to tackle problems when I am emotional	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
3. Some of my problems are so complex that they cannot be solved	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
4. When faced with a new problem, I like to wait until I have the emotional energy to tackle it	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
5. When faced with a new problem, I am sometimes unsure if I will be able to solve it	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
6. When faced with a difficult situation, I am sometimes too emotional to think straight	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
7. When my first attempt to solve a problem fails, I sometimes become unsure of my ability to deal with it	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*
8. I am able to teach my children better problem-solving skills than my parents taught me	*1. I strongly disagree*	*2. I disagree*	*3. I agree*	*4. I strongly agree*

SECTION 4: HOW OFTEN

How often have the following things occurred in your life?

(Please answer the following questions absolutely honestly)

1. **How often is there a difference between the way in which you make simple and complex decisions?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
2. **How often do you make a snap decision that you later regret?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
3. **How often do you flip a coin *(i.e. heads or tails)* if you can't choose between two alternatives?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
4. **How often do you follow the scientific problem-solving process?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
5. **How often do you first think about your attitude towards a problem before you tackle it?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
6. **How often do you collect information about a problem before defining it?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
7. **How often do you first analyse the problem before you look for a solution?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
8. **How often do you break down a complicated problem into smaller, more manageable elements before you look for solutions?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
9. **How often do you ask other people for their views on possible solutions to a problem?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
10. **How often do you first look for a variety of solutions before deciding on one?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
11. **When faced with various potential solutions, how often do you determine the consequences of each alternative?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
12. **How often do you decide beforehand what criteria *(e.g. time, money, effort)* you are going to use in choosing the most appropriate solution?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
13. **After you have found the appropriate solution to a problem, how often do you immediately start implementing it?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
14. **How often do you purposefully plan how you were going to implement the solution to a problem?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
15. **When a chosen solution was unsuccessful, how often do you evaluate why it didn't work?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
16. **How often do you compare your planned outcome to a problem-solving process with what actually happened?**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*

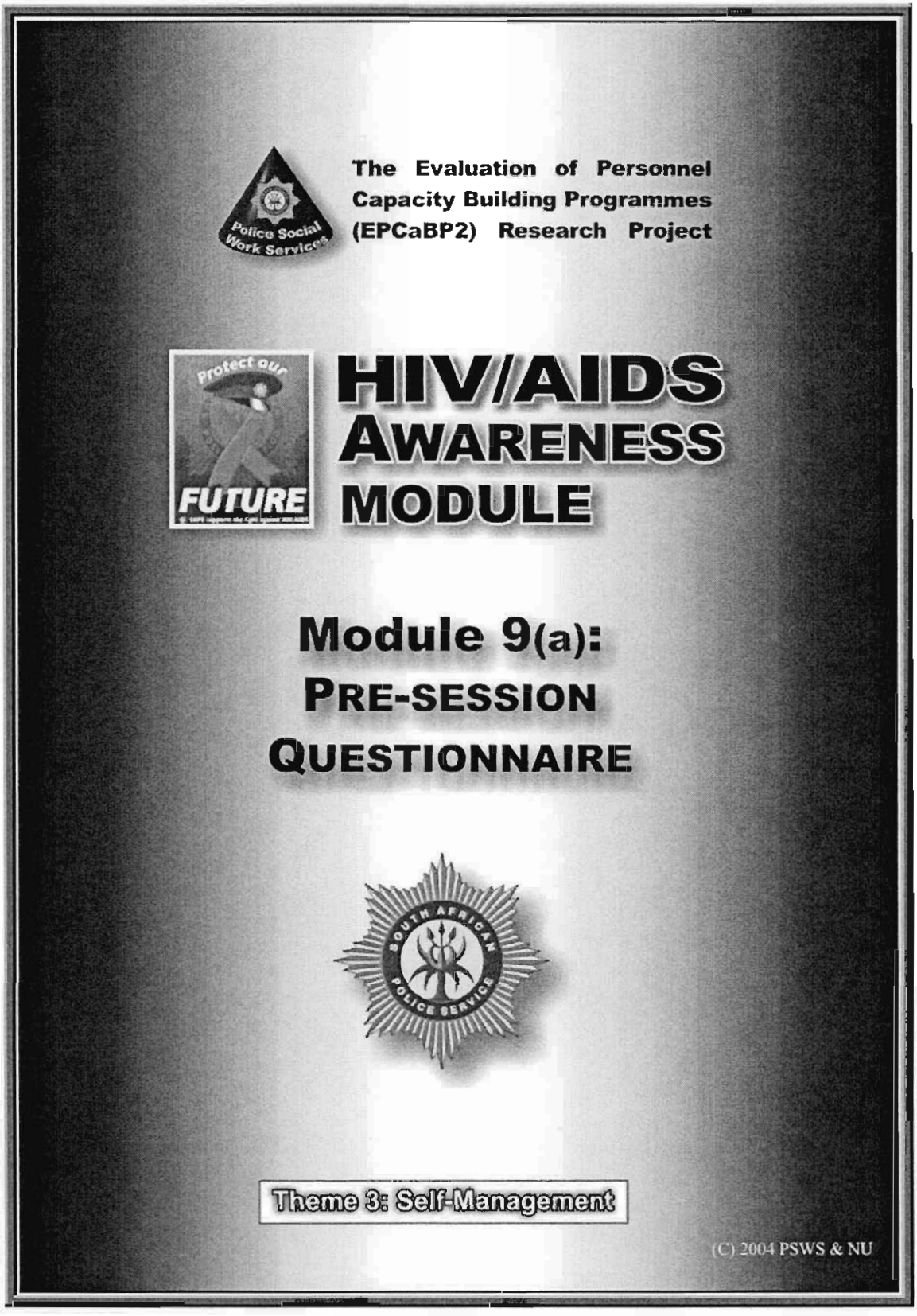
Thank you for completing this questionnaire

ADDENDUM 17:
VRAELYSTE WAT IN DIE EVALUERING VAN MODULE 9: MIV/VIGS- BEWUSMAKING GEBRUIK IS

LYS VAN VRAELYSTE PER KODE:

- **Questionnaire M9(a): Pre-session questionnaire (Pre-test – experimental group)**
- **Questionnaire M9(b): Post-session questionnaire (Post-test – experimental group)**
- **Questionnaire M9(c): Control Group – 1st questionnaire (Pre-test)**
- **Questionnaire M9(d): Control Group – 2nd questionnaire (Post-test)**

QUESTIONNAIRE M9(A): PRE-SESSION QUESTIONNAIRE (PRE-TEST – EXPERIMENTAL GROUP)



QUESTIONNAIRE: HIV/AIDS AWARENESS

This questionnaire must be completed
before the *"HIV/AIDS Awareness"* module

1. Introduction

You are about to complete the "HIV/AIDS AWARENESS" 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 ***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.**

After 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 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 college** where this module will be presented.
- In the fourth row, indicate your **platoon number.**

Presenter:				
Date:	____/____/2005			
Place:		*1. Oudtshoorn*	*2. Pretoria*	*3. Bisho*
	4. Graaff-Reinet	*5. Chatsworth*	*6. Philippi*	*7. Jakkalsdans*
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*

SECTION 1: TRUE OR FALSE

Instructions:

To what extent are <u>each</u> of the following statements true or false?

Questions	*1.*	*2.*	*3.*	*4.*	*5.*
1. **Once a person is infected with the HI Virus, they could look and feel healthy for up to ten years or more before signs of AIDS appear**	*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. **If a person becomes infected with the HI Virus, he/she will soon become seriously ill**	*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. **All body fluids** *(e.g. blood, semen, saliva and tears)* **can transmit the HI Virus from one person to another**	*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. **If you are well trained, you can see if a person has a STD by simply looking carefully at them**	*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. **You can get HIV by giving blood**	*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. **The abbreviation VCT stands for** ***Virus Count Testing***	*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. **Latex condoms are just as good as animal skin condoms at preventing HIV transmission**	*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. **The best place to store a condom is in your wallet**	*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. **When a man uses a condom, he should unroll it carefully before putting it on his penis**	*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. **The government distributes free male and female condoms**	*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*

SECTION 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, b*ut 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).

Questions	*1.*	*2.*	*3.*	*4.*
1. My knowledge of the *different phases of AIDS* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
2. My knowledge of *sexually transmitted infections* (STI's) can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
3. My knowledge of the *risks involved in blood transfusions* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
4. My knowledge of the *nature of the mother to child transmission* of HIV can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
5. My knowledge of the *nature of the sexual transmission* of HIV can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
6. My knowledge of the *functioning of the HI Virus* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
7. My knowledge of the *link between HIV/AIDS and TB* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
8. My knowledge of the *policy regarding the disclosure* of a person's HIV status can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
9. My knowledge of the *do's and don'ts of condom use* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
10. My knowledge of *VCT* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
11. My knowledge of the *SAPS's policy on HIV/AIDS* can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
12. My knowledge of the *workplace procedures* to deal with the accidents that could cause HIV transmission can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*
13. My *general knowledge* of HIV/AIDS can be described as	*1. Poor*	*2. Inadequate*	*3. Adequate*	*4. Excellent*

SECTION 3: AGREE/DISAGREE

Instructions:
To what extent do you agree or disagree with <u>each</u> of the following statements?

Questions	*1.*	*2.*	*3.*	*4.*
1. **Having unprotected sex with my new partner have shown that I trusted him/her**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
2. **I feel too embarrassed to take a free condom that is distributed in a public place**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
3. **It is embarrassing to talk about sexual issues**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
4. **All this talking about sex and condoms only increases people's indiscriminate sexual behaviour**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
5. **It is somewhat of a waste of time and effort to have more HIV/AIDS awareness training**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
6. **Homosexuals are primarily responsible for the spread of HIV/AIDS**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
7. **Making such a fuss of HIV/AIDS sufferers by means of World AIDS Day and Candlelight Memorials only encourages people to become HIV infected**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
8. **I am too embarrassed to wear a red ribbon because people may think I am HIV positive**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
9. **It is too embarrassing to get myself tested for HIV**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
10. **I think that having myself tested for HIV is a good idea**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*

SECTION 4: HOW DO YOU FEEL?

Instructions:
How do you feel about <u>each</u> of the following statements?

1. How do you feel about the *HIV/AIDS Awareness Module* you will be participating in?	*1. Very negative*	*2. Fairly negative*	*3. Fairly positive*	*4. Very positive*
2. How do you feel about free condom distribution?	*1. Very negative*	*2. Fairly negative*	*3. Fairly positive*	*4. Very positive*
3. How do you feel about using condoms yourself?	*1. Very negative*	*2. Fairly negative*	*3. Fairly positive*	*4. Very positive*
4. How do you feel towards people who have AIDS?	*1. Very negative*	*2. Fairly negative*	*3. Fairly positive*	*4. Very positive*
5. How do you feel about having yourself tested for HIV?	*1. Very negative*	*2. Fairly negative*	*3. Fairly positive*	*4. Very positive*
6. How do you feel about the fact that AIDS is not a certifiable disease?	*1. Very negative*	*2. Fairly negative*	*3. Fairly positive*	*4. Very positive*
7. How do you feel about talking to other people about sexual issues?	*1. Very negative*	*2. Fairly negative*	*3. Fairly positive*	*4. Very positive*
8. How do you feel about working with a colleague who has AIDS?	*1. Very negative*	*2. Fairly negative*	*3. Fairly positive*	*4. Very positive*
9. How do you feel about campaigns such as World AIDS Day and Candlelight Memorials?	*1. Very negative*	*2. Fairly negative*	*3. Fairly positive*	*4. Very positive*
10. If you consider the risk of becoming HIV infected, how do you feel about getting a blood transfusion?	*1. Very negative*	*2. Fairly negative*	*3. Fairly positive*	*4. Very positive*
11. How do you feel about your own behaviour as far as risk of becoming HIV infected is concerned?	*1. Very negative*	*2. Fairly negative*	*3. Fairly positive*	*4. Very positive*

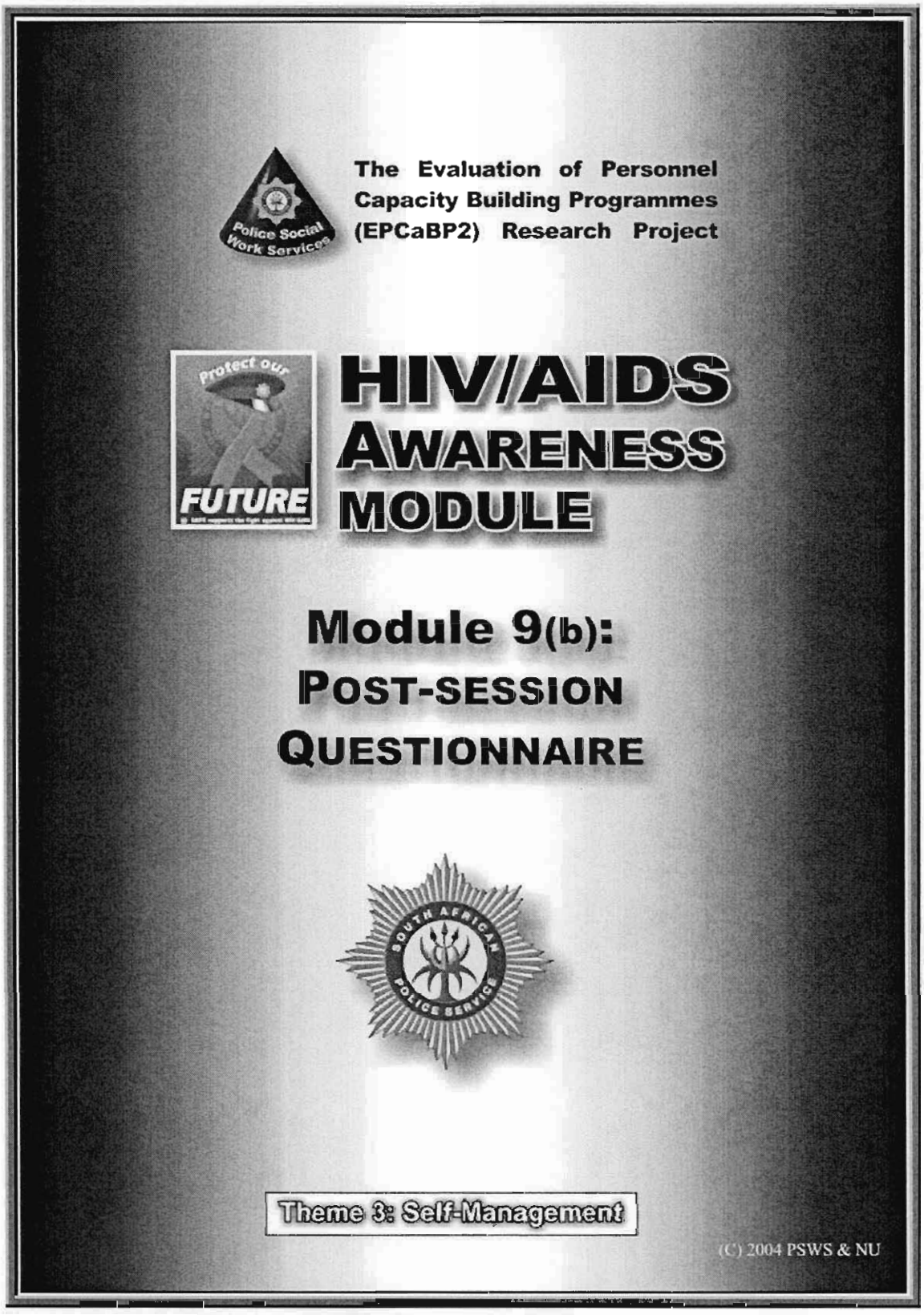
SECTION 5: HOW OFTEN

Instructions:
How often has the following things occurred in the past?
(Please answer these questions absolutely honestly)

Questions	*1.*	*2.*	*3.*	*4.*
1. I made a point of reading more about HIV/AIDS	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
2. I ignored HIV/AIDS prevention messages	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
3. I had unprotected sex with a new partner	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
4. I wore gloves when there was blood involved in the workplace *(e.g. at an accident scene)*	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
5. I used prevention methods to reduce my risk of occupational exposure to HIV	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
6. I volunteered for a HIV test	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
7. I discussed the AIDS problem with my peers	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
8. I discussed the AIDS problem with my family *(eg my children)*	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
9. *Men:* I used a condom when I had sex *Women*: I insisted that my partner use a condom when we had sex	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
10. When I used a condom, I checked the expiry date on the condom package	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
11. When I used a condom, I pinched the tip of the condom to let the air out	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
12. I feel unsure of the right way to use a condom	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
13. I felt that I had to change my sexual behaviour	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
14. I joined projects that fought against the spread of HIV/AIDS	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*

Thank you for completing this questionnaire

QUESTIONNAIRE M9(B): POST-SESSION QUESTIONNAIRE (POST-TEST – EXPERIMENTAL GROUP)



QUESTIONNAIRE: HIV/AIDS AWARENESS

This questionnaire must be completed directly after the *"HIV/AIDS Awareness"* module

1. Introduction

You have just completed the "HIV/AIDS AWARENESS" 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.**

After 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 **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 college** where this module was presented.
- In the fourth row, indicate your **platoon number.**

Presenter:				
Date:	_____/_____/2005			
Place:		*1. Oudtshoorn*	*2. Pretoria*	*3. Bisho*
	4. Graaff-Reinet	*5. Chatsworth*	*6. Philippi*	*7. Jakkalsdans*
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*

SECTION 1: TRUE OR FALSE

Instructions:

To what extent are <u>each</u> of the following statements true or false?

Questions	*1.*	*2.*	*3.*	*4.*	*5.*
1. **Once a person is infected with the HI Virus, they could look and feel healthy for up to ten years or more before signs of AIDS appear**	*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. **If a person becomes infected with the HI Virus, he/she will soon become seriously ill**	*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. **All body fluids** *(e.g. blood, semen, saliva and tears)* **can transmit the HI Virus from one person to another**	*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. **If you are well trained, you can see if a person has a STD by simply looking carefully at them**	*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. **You can get HIV by giving blood**	*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. **The abbreviation VCT stands for** ***Virus Count Testing***	*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. **Latex condoms are just as good as animal skin condoms at preventing HIV transmission**	*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. **The best place to store a condom is in your wallet**	*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. **When a man uses a condom, he should unroll it carefully before putting it on his penis**	*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. **The government distributes free male and female condoms**	*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*

SECTION 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 in 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 *different phases of AIDS* can now be described as	1. Poor	2. Inadequate	3. Adequate	4. Excellent
2. My knowledge of *sexually transmitted infections* (STI's) can now be described as	1. Poor	2. Inadequate	3. Adequate	4. Excellent
3. My knowledge of the *risks involved in blood transfusions* can now be described as	1. Poor	2. Inadequate	3. Adequate	4. Excellent
4. My knowledge of the *nature of the mother to child transmission* of HIV can now be described as	1. Poor	2. Inadequate	3. Adequate	4. Excellent
5. My knowledge of the *nature of the sexual transmission* of HIV can now be described as	1. Poor	2. Inadequate	3. Adequate	4. Excellent
6. My knowledge of the *functioning of the HI Virus* can now be described as	1. Poor	2. Inadequate	3. Adequate	4. Excellent
7. My knowledge of the *link between HIV/AIDS and TB* can now be described as	1. Poor	2. Inadequate	3. Adequate	4. Excellent
8. My knowledge of the *policy regarding the disclosure* of a person's HIV status can now be described as	1. Poor	2. Inadequate	3. Adequate	4. Excellent
9. My knowledge of the *do's and don'ts of condom use* can now be described as	1. Poor	2. Inadequate	3. Adequate	4. Excellent
10. My knowledge of *VCT* can now be described as	1. Poor	2. Inadequate	3. Adequate	4. Excellent
11. My knowledge of the *SAPS's policy on HIV/AIDS* can now be described as	1. Poor	2. Inadequate	3. Adequate	4. Excellent
12. My knowledge of the *workplace procedures* to deal with the accidents that could cause HIV transmission can now be described as	1. Poor	2. Inadequate	3. Adequate	4. Excellent
13. My *general knowledge* of HIV/AIDS can now be described as	1. Poor	2. Inadequate	3. Adequate	4. Excellent

SECTION 3: AGREE/DISAGREE

Instructions:
To what extent do you agree or disagree with <u>each</u> of the following statements?

Questions	*1.*	*2.*	*3.*	*4.*
1. **Having unprotected sex with my new partner will show that I trust him/her**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
2. **I will feel too embarrassed to take a free condom that is distributed in a public place**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
3. **It will be embarrassing to talk about sexual issues**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
4. **All this talking about sex and condoms will only increase people's indiscriminate sexual behaviour**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
5. **It was somewhat of a waste of time and effort to have had more HIV/AIDS awareness training**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
6. **Homosexuals are primarily responsible for the spread of HIV/AIDS**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
7. **Making such a fuss of HIV/AIDS sufferers by means of World AIDS Day and Candlelight Memorials only encourages people to become HIV infected**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
8. **I will be too embarrassed to wear a red ribbon because people may think I was HIV positive**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
9. **It will be too embarrassing to get myself tested for HIV**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
10. **I think that having myself tested for HIV is a good idea**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*

SECTION 4: HOW DO YOU FEEL?

Instructions:
How do you feel about <u>each</u> of the following statements?

Questions	*1.*	*2.*	*3.*	*4.*
1. How do you feel about the *HIV/AIDS Awareness Module* you have just participated in?	*1. Very negative*	*2. Fairly negative*	*3. Fairly positive*	*4. Very positive*
2. How do you now feel about free condom distribution?	*1. Very negative*	*2. Fairly negative*	*3. Fairly positive*	*4. Very positive*
3. How do you now feel about using condoms yourself?	*1. Very negative*	*2. Fairly negative*	*3. Fairly positive*	*4. Very positive*
4. How do you now feel towards people who have AIDS?	*1. Very negative*	*2. Fairly negative*	*3. Fairly positive*	*4. Very positive*
5. How do you now feel about having yourself tested for HIV?	*1. Very negative*	*2. Fairly negative*	*3. Fairly positive*	*4. Very positive*
6. How do you now feel about the fact that AIDS is not a certifiable disease?	*1. Very negative*	*2. Fairly negative*	*3. Fairly positive*	*4. Very positive*
7. How do you now feel about talking to other people about sexual issues?	*1. Very negative*	*2. Fairly negative*	*3. Fairly positive*	*4. Very positive*
8. How do you now feel about working with a colleague who has AIDS?	*1. Very negative*	*2. Fairly negative*	*3. Fairly positive*	*4. Very positive*
9. How do you now feel about campaigns such as World AIDS Day and Candlelight Memorials?	*1. Very negative*	*2. Fairly negative*	*3. Fairly positive*	*4. Very positive*
10. If you consider the risk of becoming HIV infected, how do you now feel about getting a blood transfusion?	*1. Very negative*	*2. Fairly negative*	*3. Fairly positive*	*4. Very positive*
11. How do you now feel about your own behaviour as far as risk of becoming HIV infected is concerned?	*1. Very negative*	*2. Fairly negative*	*3. Fairly positive*	*4. Very positive*

SECTION 5: HOW OFTEN

Instructions:
How often will 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 reading more about HIV/AIDS**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
2. **I will ignore HIV/AIDS prevention messages**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
3. **I will have unprotected sex with a new partner**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
4. **I will wear gloves when there is blood involved in the workplace** *(e.g. at accident scenes)*	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
5. **I will use prevention methods to reduce my risk of occupational exposure to HIV**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
6. **I will volunteer for a HIV test**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
7. **I will discuss the AIDS problem with my peers**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
8. **I will discuss the AIDS problem with my family** *(e.g. my children)*	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
9. ***Men:*** **I will use a condom when I have sex** ***Women*****: I will insist that my partner uses a condom when we have sex**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
10. **If I use a condom in future, I will check the expiry date on the condom package**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
11. **If I use a condom in future, I will pinch the tip of the condom to let the air out**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
12. **I still feel unsure of the right way to use a condom**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
13. **I feel that I must change my sexual behaviour**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
14. **I will join projects that fight against the spread of HIV/AIDS**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*

SECTION 6: EVALUATION OF THE MODULE'S VALUE

Instructions:
Please evaluate the *value* of the module by completing <u>each</u> of the following questions

1. How would you rate the value of the section: ***Introduction to HIV awareness training***	*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: ***Defining HIV and its impact***	*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: ***HIV prevention***	*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: ***Substance abuse, HIV and STI/D's***	*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: ***HIV risk assessment and prevention strategies***	*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: ***Voluntary counselling and testing (VCT)***	*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: ***Review of HIV prevention and behaviour change issues***	*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 *HIV/AIDS Awareness* 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*

SECTION 7: EVALUATION OF THE MODULE'S RELEVANCE

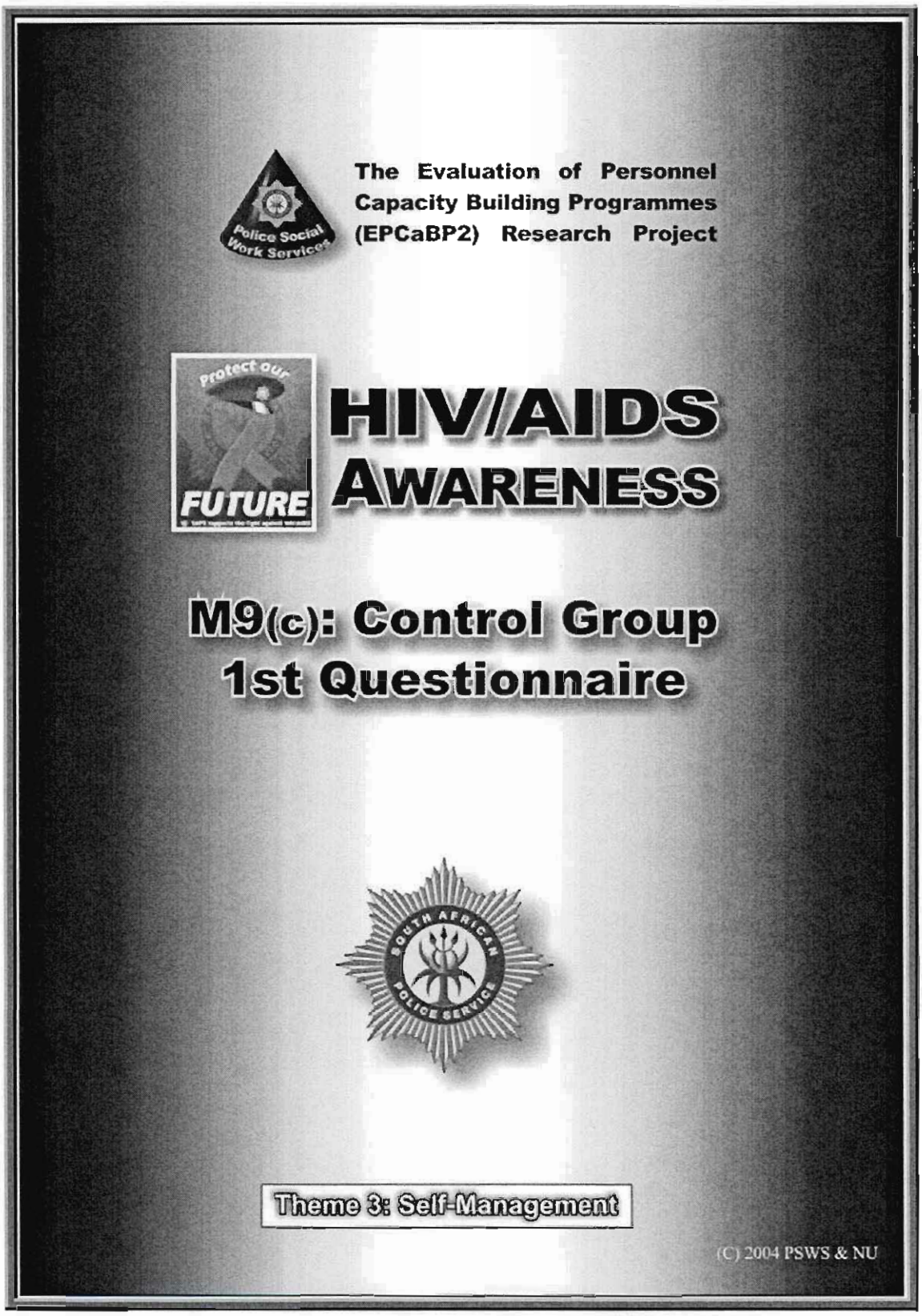
Instructions:

Please evaluate the *relevance* of the module by completing <u>each</u> of the following questions

1. The module will have a *positive impact* on my **job performance**	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
2. I will be able to *apply* my new *knowledge* **in my job**	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
3. I will be able to *apply* my new *skills* **in my job**	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
4. The module will have a *positive impact* on my ability to **cope** with the challenges of life	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
5. I will be able to *apply* my new *knowledge* **in my daily life**	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
6. I will be able to *apply* my new *skills* **in my daily life**	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
7. The module will increase my **job satisfaction**	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
8. The module will increase my **productivity**	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
9. The module will improve my ability to function in **work related teams** *(e.g. platoons, teams, units)*	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
10. The module will improve my ability to render a **good service** to SAPS customers	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
11. **All other SAPS personnel** should **receive** this module	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*
12. If all things are taken into account, this module was **relevant for my job and personal life**	1. *I strongly disagree*	2. *I disagree*	3. *I agree*	4. *I strongly agree*

Thank you for completing this questionnaire

QUESTIONNAIRE M9(C): CONTROL GROUP – 1ST QUESTIONNAIRE (PRE-TEST)



QUESTIONNAIRE: HIV/AIDS AWARENESS

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 HIV/AIDS Awareness module. You will receive this module later on as part of *Theme 3: Self-Management.* This module is part of a large and expensive initiative and we must know how effective it is in meeting the needs of recruits. 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 HIV/AIDS.

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 to the research team. By completing this questionnaire you give permission that the data can be used for research purposes.

3. How to start

Parts 1 to 4 are designed as a link to 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 **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 college** 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. Philippi*	*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*

SECTION 1: TRUE OR FALSE

Instructions:

To what extent are <u>each</u> of the following statements true or false?

Questions	*1.*	*2.*	*3.*	*4.*	*5.*
1. **Once a person is infected with the HI Virus, they could look and feel healthy for up to ten years or more before signs of AIDS appear**	*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. **If a person becomes infected with the HI Virus, he/she will soon become seriously ill**	*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. **All body fluids** *(e.g. blood, semen, saliva and tears)* **can transmit the HI Virus from one person to another**	*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. **If you are well trained, you can see if a person has a STD by simply looking carefully at them**	*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. **You can get HIV by giving blood**	*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. **The abbreviation VCT stands for** ***Virus Count Testing***	*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. **Latex condoms are just as good as animal skin condoms at preventing HIV transmission**	*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. **The best place to store a condom is in your wallet**	*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. **When a man uses a condom, he should unroll it carefully before putting it on his penis**	*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. **The government distributes free male and female condoms**	*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*

SECTION 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 in 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 *different phases of AIDS* can be described as	1. Poor	2. Inadequate	3. Adequate	4. Excellent
2. My knowledge of *sexually transmitted infections* (STI's) can be described as	1. Poor	2. Inadequate	3. Adequate	4. Excellent
3. My knowledge of the *risks involved in blood transfusions* can be described as	1. Poor	2. Inadequate	3. Adequate	4. Excellent
4. My knowledge of the *nature of the mother to child transmission* of HIV can be described as	1. Poor	2. Inadequate	3. Adequate	4. Excellent
5. My knowledge of the *nature of the sexual transmission* of HIV can be described as	1. Poor	2. Inadequate	3. Adequate	4. Excellent
6. My knowledge of the *functioning of the HI Virus* can be described as	1. Poor	2. Inadequate	3. Adequate	4. Excellent
7. My knowledge of the *link between HIV/AIDS and TB* can be described as	1. Poor	2. Inadequate	3. Adequate	4. Excellent
8. My knowledge of the *policy regarding the disclosure* of a person's HIV status can be described as	1. Poor	2. Inadequate	3. Adequate	4. Excellent
9. My knowledge of the *do's and don'ts of condom use* can be described as	1. Poor	2. Inadequate	3. Adequate	4. Excellent
10. My knowledge of *VCT* can be described as	1. Poor	2. Inadequate	3. Adequate	4. Excellent
11. My knowledge of the *SAPS's policy on HIV/AIDS* can be described as	1. Poor	2. Inadequate	3. Adequate	4. Excellent
12. My knowledge of the *workplace procedures* to deal with the accidents that could cause HIV transmission can be described as	1. Poor	2. Inadequate	3. Adequate	4. Excellent
13. My *general knowledge* of HIV/AIDS can be described as	1. Poor	2. Inadequate	3. Adequate	4. Excellent

SECTION 3: AGREE/DISAGREE

Instructions:
To what extent do you agree or disagree with <u>each</u> of the following statements?

Questions	*1.*	*2.*	*3.*	*4.*
1. **Having unprotected sex with my new partner shows that I trust him/her**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
2. **I feel too embarrassed to take a free condom that is distributed in a public place**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
3. **It is embarrassing to talk about sexual issues**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
4. **All this talking about sex and condoms only increases people's indiscriminate sexual behaviour**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
5. **It is somewhat of a waste of time and effort to have more HIV/AIDS awareness training**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
6. **Homosexuals are primarily responsible for the spread of HIV/AIDS**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
7. **Making such a fuss of HIV/AIDS sufferers by means of World AIDS Day and Candlelight Memorials only encourages people to become HIV infected**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
8. **I am too embarrassed to wear a red ribbon because people may think I am HIV positive**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
9. **It is too embarrassing to get myself tested for HIV**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
10. **I think that having myself tested for HIV is a good idea**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*

SECTION 4: HOW DO YOU FEEL?

Instructions:
How do you feel about <u>each</u> of the following statements?

1. **How do you feel about receiving a *HIV/AIDS Awareness Module* during training?**	*1. Very negative*	*2. Fairly negative*	*3. Fairly positive*	*4. Very positive*
2. **How do you feel about free condom distribution?**	*1. Very negative*	*2. Fairly negative*	*3. Fairly positive*	*4. Very positive*
3. **How do you feel about using condoms yourself?**	*1. Very negative*	*2. Fairly negative*	*3. Fairly positive*	*4. Very positive*
4. **How do you feel towards people who have AIDS?**	*1. Very negative*	*2. Fairly negative*	*3. Fairly positive*	*4. Very positive*
5. **How do you feel about having yourself tested for HIV?**	*1. Very negative*	*2. Fairly negative*	*3. Fairly positive*	*4. Very positive*
6. **How do you feel about the fact that AIDS is not a certifiable disease?**	*1. Very negative*	*2. Fairly negative*	*3. Fairly positive*	*4. Very positive*
7. **How do you feel about talking to other people about sexual issues?**	*1. Very negative*	*2. Fairly negative*	*3. Fairly positive*	*4. Very positive*
8. **How do you feel about working with a colleague who has AIDS?**	*1. Very negative*	*2. Fairly negative*	*3. Fairly positive*	*4. Very positive*
9. **How do you feel about campaigns such as World AIDS Day and Candlelight Memorials?**	*1. Very negative*	*2. Fairly negative*	*3. Fairly positive*	*4. Very positive*
10. **If you consider the risk of becoming HIV infected, how do you feel about getting a blood transfusion?**	*1. Very negative*	*2. Fairly negative*	*3. Fairly positive*	*4. Very positive*
11. **How do you feel about your own behaviour as far as risk of becoming HIV infected is concerned?**	*1. Very negative*	*2. Fairly negative*	*3. Fairly positive*	*4. Very positive*

SECTION 5: HOW OFTEN

Instructions:

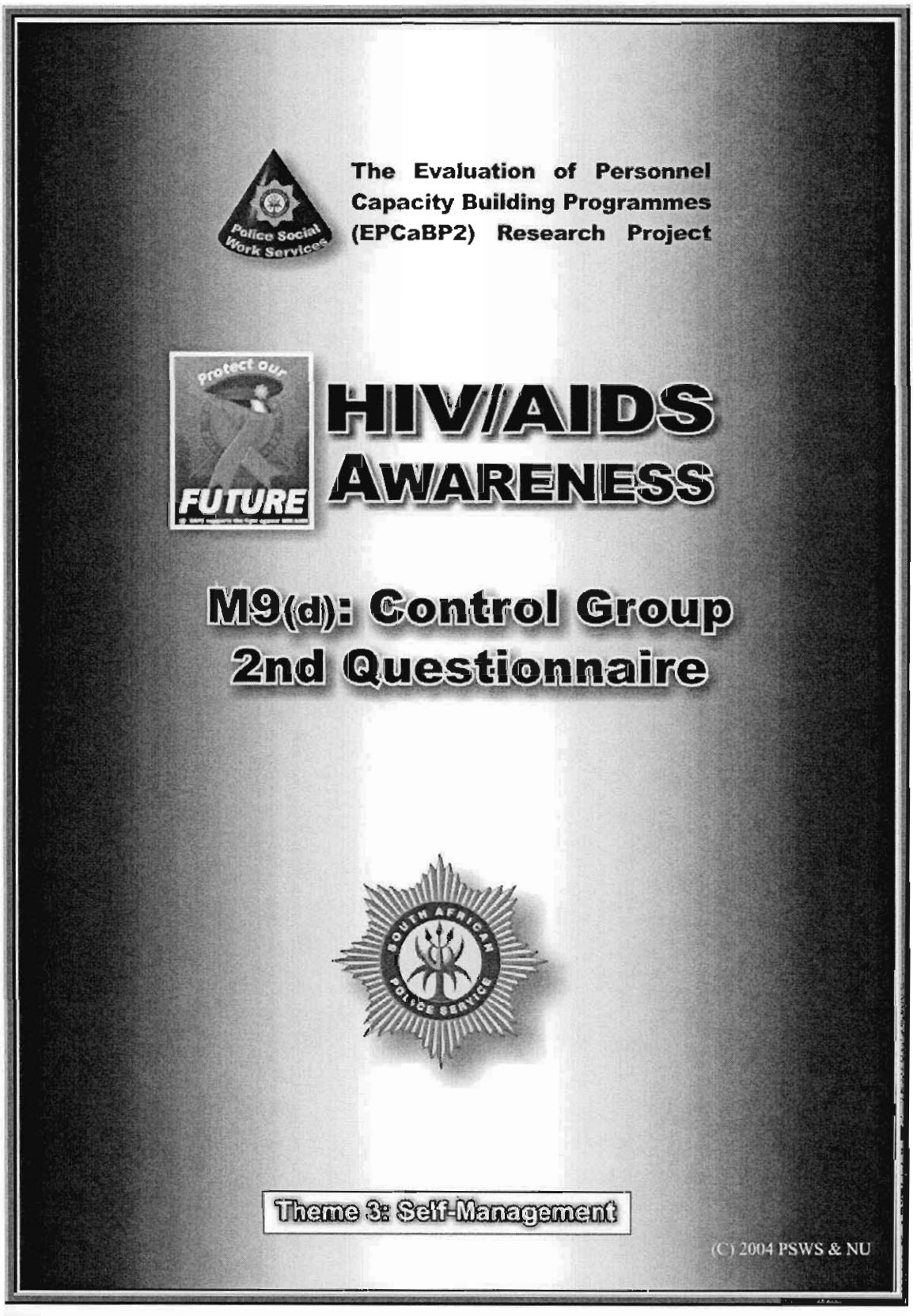
How often has the following things occurred in your life?

(Please answer these questions absolutely honestly)

Questions	*1.*	*2.*	*3.*	*4.*
1. **I made a point of reading more about HIV/AIDS**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
2. **I ignored HIV/AIDS prevention messages**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
3. **I had unprotected sex with a new partner**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
4. **I wore gloves when there was blood involved in the workplace** *(e.g. at an accident scene)*	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
5. **I used prevention methods to reduce my risk of occupational exposure to HIV**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
6. **I volunteered for a HIV test**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
7. **I discussed the AIDS problem with my peers**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
8. **I discussed the AIDS problem with my family** *(e.g. my children)*	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
9. ***Men:*** **I used a condom when I had sex** ***Women*****: I insisted that my partner use a condom when we had sex**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
10. **When I used a condom, I checked the expiry date on the condom package**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
11. **When I used a condom, I pinched the tip of the condom to let the air out**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
12. **I feel unsure of the right way to use a condom**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
13. **I felt that I had to change my sexual behaviour**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
14. **I joined projects that fought against the spread of HIV/AIDS**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*

Thank you for completing this questionnaire

QUESTIONNAIRE M9(D): CONTROL GROUP – 2ND QUESTIONNAIRE (POST-TEST)



QUESTIONNAIRE: HIV/AIDS AWARENESS

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 HIV/AIDS awareness module. You will receive this module later on as part of *Theme 3: Self-Management.* This module is part of a large and expensive initiative and we must know how effective it is in meeting the needs of recruits. For this we need ***your*** help. Please complete this second 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 HIV/AIDS.

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 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 as a link to 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 **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 college** 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. Philippi*	*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*

SECTION 1: TRUE OR FALSE

Instructions:

To what extent are <u>each</u> of the following statements true or false?

Questions	*1.*	*2.*	*3.*	*4.*	*5.*
1. **Once a person is infected with the HI Virus, they could look and feel healthy for up to ten years or more before signs of AIDS appear**	*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. **If a person becomes infected with the HI Virus, he/she will soon become seriously ill**	*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. **All body fluids** *(e.g. blood, semen, saliva and tears)* **can transmit the HI Virus from one person to another**	*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. **If you are well trained, you can see if a person has a STD by simply looking carefully at them**	*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. **You can get HIV by giving blood**	*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. **The abbreviation VCT stands for *Virus Count Testing***	*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. **Latex condoms are just as good as animal skin condoms at preventing HIV transmission**	*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. **The best place to store a condom is in your wallet**	*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. **When a man uses a condom, he should unroll it carefully before putting it on his penis**	*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. **The government distributes free male and female condoms**	*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*

SECTION 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 in 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 *different phases of AIDS* can be described as	1. Poor	2. Inadequate	3. Adequate	4. Excellent
2. My knowledge of *sexually transmitted infections* (STI's) can be described as	1. Poor	2. Inadequate	3. Adequate	4. Excellent
3. My knowledge of the *risks involved in blood transfusions* can be described as	1. Poor	2. Inadequate	3. Adequate	4. Excellent
4. My knowledge of the *nature of the mother to child transmission* of HIV can be described as	1. Poor	2. Inadequate	3. Adequate	4. Excellent
5. My knowledge of the *nature of the sexual transmission* of HIV can be described as	1. Poor	2. Inadequate	3. Adequate	4. Excellent
6. My knowledge of the *functioning of the HI Virus* can be described as	1. Poor	2. Inadequate	3. Adequate	4. Excellent
7. My knowledge of the *link between HIV/AIDS and TB* can be described as	1. Poor	2. Inadequate	3. Adequate	4. Excellent
8. My knowledge of the *policy regarding the disclosure* of a person's HIV status can be described as	1. Poor	2. Inadequate	3. Adequate	4. Excellent
9. My knowledge of the *do's and don'ts of condom use* can be described as	1. Poor	2. Inadequate	3. Adequate	4. Excellent
10. My knowledge of *VCT* can be described as	1. Poor	2. Inadequate	3. Adequate	4. Excellent
11. My knowledge of the *SAPS's policy on HIV/AIDS* can be described as	1. Poor	2. Inadequate	3. Adequate	4. Excellent
12. My knowledge of the *workplace procedures* to deal with the accidents that could cause HIV transmission can be described as	1. Poor	2. Inadequate	3. Adequate	4. Excellent
13. My *general knowledge* of HIV/AIDS can be described as	1. Poor	2. Inadequate	3. Adequate	4. Excellent

SECTION 3: AGREE/DISAGREE

Instructions:
To what extent do you agree or disagree with <u>each</u> of the following statements?

Questions	*1.*	*2.*	*3.*	*4.*
1. **Having unprotected sex with my new partner shows that I trust him/her**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
2. **I feel too embarrassed to take a free condom that is distributed in a public place**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
3. **It is embarrassing to talk about sexual issues**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
4. **All this talking about sex and condoms only increases people's indiscriminate sexual behaviour**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
5. **It is somewhat of a waste of time and effort to have more HIV/AIDS awareness training**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
6. **Homosexuals are primarily responsible for the spread of HIV/AIDS**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
7. **Making such a fuss of HIV/AIDS sufferers by means of World AIDS Day and Candlelight Memorials only encourages people to become HIV infected**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
8. **I am too embarrassed to wear a red ribbon because people may think I am HIV positive**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
9. **It is too embarrassing to get myself tested for HIV**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
10. **I think that having myself tested for HIV is a good idea**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*

SECTION 4: HOW DO YOU FEEL?

Instructions:
How do you feel about <u>each</u> of the following statements?

1. **How do you feel about receiving a *HIV/AIDS Awareness Module* during training?**	*1. Very negative*	*2. Fairly negative*	*3. Fairly positive*	*4. Very positive*
2. **How do you feel about free condom distribution?**	*1. Very negative*	*2. Fairly negative*	*3. Fairly positive*	*4. Very positive*
3. **How do you feel about using condoms yourself?**	*1. Very negative*	*2. Fairly negative*	*3. Fairly positive*	*4. Very positive*
4. **How do you feel towards people who have AIDS?**	*1. Very negative*	*2. Fairly negative*	*3. Fairly positive*	*4. Very positive*
5. **How do you feel about having yourself tested for HIV?**	*1. Very negative*	*2. Fairly negative*	*3. Fairly positive*	*4. Very positive*
6. **How do you feel about the fact that AIDS is not a certifiable disease?**	*1. Very negative*	*2. Fairly negative*	*3. Fairly positive*	*4. Very positive*
7. **How do you feel about talking to other people about sexual issues?**	*1. Very negative*	*2. Fairly negative*	*3. Fairly positive*	*4. Very positive*
8. **How do you feel about working with a colleague who has AIDS?**	*1. Very negative*	*2. Fairly negative*	*3. Fairly positive*	*4. Very positive*
9. **How do you feel about campaigns such as World AIDS Day and Candlelight Memorials?**	*1. Very negative*	*2. Fairly negative*	*3. Fairly positive*	*4. Very positive*
10. **If you consider the risk of becoming HIV infected, how do you feel about getting a blood transfusion?**	*1. Very negative*	*2. Fairly negative*	*3. Fairly positive*	*4. Very positive*
11. **How do you feel about your own behaviour as far as risk of becoming HIV infected is concerned?**	*1. Very negative*	*2. Fairly negative*	*3. Fairly positive*	*4. Very positive*

SECTION 5: HOW OFTEN

Instructions:

How often has the following things occurred in your life?

(Please answer these questions absolutely honestly)

Questions	*1.*	*2.*	*3.*	*4.*
1. **I made a point of reading more about HIV/AIDS**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
2. **I ignored HIV/AIDS prevention messages**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
3. **I had unprotected sex with a new partner**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
4. **I wore gloves when there was blood involved in the workplace** *(e.g. at an accident scene)*	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
5. **I used prevention methods to reduce my risk of occupational exposure to HIV**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
6. **I volunteered for a HIV test**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
7. **I discussed the AIDS problem with my peers**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
8. **I discussed the AIDS problem with my family** *(e.g. my children)*	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
9. ***Men:*** **I used a condom when I had sex** ***Women*****: I insisted that my partner use a condom when we had sex**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
10. **When I used a condom, I checked the expiry date on the condom package**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
11. **When I used a condom, I pinched the tip of the condom to let the air out**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
12. **I feel unsure of the right way to use a condom**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
13. **I felt that I had to change my sexual behaviour**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*
14. **I joined projects that fought against the spread of HIV/AIDS**	*1. Seldom/ Never*	*2. Sometimes*	*3. Periodically*	*4. Frequently/ Always*

Thank you for completing this second questionnaire

ADDENDUM 18:
DIE AANBIEDINGSEVALUASIEVRAELYS
("PRESENTATION EVALUATION QUESTIONNAIRE")

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.**

The 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:				
Dates:	____/____/ 2005 to ____/____/ 2005			
Place:		1. Oudtshoorn	2. Pretoria	3. Bisho
	4. Graaff-Reinet	5. Chatsworth	6. Philippi	7. Jakkalsdans
Platoon number:				

Office use	

PART 2: PART OF SECRET CODE

In the next six blocks, indicate your birth date. For example, if your 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 *subjects* that he/she taught	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
2. The presenter could **link** the material to the trainees' *level of knowledge*	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
3. The presenter was **able to explain** difficult and abstract *concepts*	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
4. The presenter succeeded in **keeping me interested** in the subjects	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
5. The presenter was **enthusiastic** about the subjects that he/she taught	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*

PART 6: EVALUATION OF THE PRESENTER'S *PRESENTATION SKILLS*

6. I could clearly **hear** what the presenter was saying *(e.g. it was loud enough and in an accent that I could understand)*	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
7. The presenter was skilful in the **use of the teaching media** *(e.g. transparencies and or writing on newsprint/ the blackboard)*	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
8. The presenter encouraged **participant involvement** *(e.g. by asking questions and or encouraging discussions)*	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
9. The presenter **prepared** himself/herself thoroughly for the presentation	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*

10. What is your **overall rating** of the *presenter's presentation skills?*	*1. Poor*	*2. Fair*	*3. Average*	*4. Good*	*5. Very good/ excellent*

PART 7: EVALUATION OF THE *LEARNING PROCESS*

11. At the beginning of *the programme*, the presenter gave us a **clear overview** of what we could expect during the programme	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
12. At the beginning of *each module*, the **learning objectives** for that module were adequately explained	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
13. The presenter made sure that trainees **understood** *a subject* before continuing on to the next one	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
14. The presenter was able to **communicate on my level**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
15. At the end of a module, the presenter 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 *learning process?*	*1. Poor*	*2. Fair*	*3. Average*	*4. Good*	*5. Very good/ excellent*

PART 8: EVALUATION OF THE PRESENTATION CONTEXT

17. How would you rate the **quality of the learning material** that was presented?	*1. Very bad*	*2. Bad*	*3. Average*	*4. Good*	*5. Very good*
18. How would you rate **quality** of the **teaching media** *(e.g. transparencies and or handouts)?*	*1. Very bad*	*2. Bad*	*3. Average*	*4. Good*	*5. Very good*
19. How well was the programme **organised**?	*1. Very bad*	*2. Bad*	*3. Average*	*4. Good*	*5. Very good*
20. How would you rate the **venue**?	*1. Very bad*	*2. Bad*	*3. Average*	*4. Good*	*5. Very good*

PART 9: GENERAL

21. How will you rate the **length** of the programme?	*1. It was much too long*	*2. It was a little too long*	*3. The length was just right*	*4. It was a little to short*	*5. I was much too short*
22. How will you rate the **pace** of the presentation?	*1. The pace was much too slow*	*2. The pace was a little too slow*	*3. The pace was just right*	*4. The pace was a little too fast*	*5. The pace was much too fast*
23. How will you rate the **balance** between the *presentation* and *group involvement?*	*1. Much too much time was spent on the presentation*	*2. A little too much time was spent on the presentation*	*3. The balance was just right*	*4. A little too much time was spent on group involvement*	*5. Much too much time was spent on group involvement*

Thank you for completing this questionnaire

ADDENDUM 19:
DIE AANBIEDERSEVALUASIEVRAELYS
("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/modules 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.

					Office use
Presenter:					
Dates:	/ / 2005 to / / 2005				
Place:		***1. Oudtshoorn***	***2. Pretoria***	***3. Bisho***	
	4. Graaff-Reinet	***5. Chatsworth***	***6. Philippi***	***7. Jakkalsdans***	
Platoon number:					

4. PART 2: ASSESSMENT OF THE PROGRAMME AS A WHOLE

SECTION 1: PRESENTER SELF-ASSESSMENT

1. I am **knowledgeable** about the *subjects* that I taught	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
2. I was able to **link** the material to the trainees' *level of knowledge*	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
3. I was **able to explain** difficult and abstract *concepts*	*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 *(e.g. it was loud enough and in an accent that they could understand).*	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
7. I am skilful in the **use of the teaching media** *(e.g. transparencies and or writing on newsprint/the blackboard).*	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
8. I encouraged **participant involvement** *(e.g. by asking questions and or encouraging discussions).*	*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 *each module*, 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 subject* 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 *learning process?*	*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. Very bad*	*2. Bad*	*3. Average*	*4. Good*	*5. Very good*
18. How would you rate **quality** of the **teaching media** *(e.g. transparencies and or handouts)* that was available?	*1. Very bad*	*2. Bad*	*3. Average*	*4. Good*	*5. Very good*
19. How well was the programme **organised**?	*1. Very bad*	*2. Bad*	*3. Average*	*4. Good*	*5. Very good*
20. How would you rate the **venue**?	*1. Very bad*	*2. Bad*	*3. Average*	*4. Good*	*5. Very good*

SECTION 5: EVALUATION OF THE RELEVANCE AND VALUE OF THE PROGRAMME *AS A WHOLE*

21. The programme stimulated the trainees' **creative thinking**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
22. The trainees will be able to **apply** the new knowledge and insights that they have gained in their **jobs**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
23. I feel that the programme will help the trainees to **do their jobs better**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
24. The trainees will be able to **apply** the new knowledge and insights that they have gained in their **daily lives**	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*
25. I feel that the programme will help the participants to **cope** better with the challenges of life	*1. Strongly disagree*	*2. Disagree*	*3. Agree*	*4. Strongly agree*

SECTION 6: GENERAL

26. How will you rate the **length** of the programme?	*1. It was much too long*	*2. It was a little too long*	*3. The length was just right*	*4. It was a little to short*	*5. I was much too short*
27. How will you rate the **pace** at which you had to present the programme?	*1. The pace was much too slow*	*2. The pace was a little too slow*	*3. The pace was just right*	*4. The pace was a little too fast*	*5. The pace was much too fast*
28. How will you rate the **balance** between the *presentation* and *group involvement*?	*1. Much too much time was spent on the presentation*	*2. A little too much time was spent on the presentation*	*3. The balance was just right*	*4. A little too much time was spent on group involvement*	*5. Much too much time was spent on group involvement*

4. PART 3: ASSESSMENT OF THE MODULES AND MODULES

4.1 MODULE 1: *BE MONEY WISE*

4.1.1 Value

How would you rate the overall value of the *Be Money Wise* 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*

4.1.2 Relevance

If all things are taken into account, the ***Be Money Wise*** module will be **relevant to the trainees' future job and personal life**	*1 Strongly disagree*	*2 Disagree*	*3 Agree*	*4 Strongly agree*

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.)*

➢ _____

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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.)*

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4.2 MODULE 2: *PLANNING OF GOALS*

4.2.1 Value

How would you rate the **overall value** of the ***Planning of Goals*** 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*

4.2.2 Relevance

If all things are taken into account, the ***Planning of Goals*** module will be **relevant to the trainees' future job and personal life**	*1 Strongly disagree*	*2 Disagree*	*3 Agree*	*4 Strongly agree*

4.2.3 Improvements that should be made to the *contents* of the *Planning of Goals* module *(recommendations re topics that should be added, covered in more depth or dropped, ways to improve its impact, etc.)*

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4.2.4 Improvements that should be made to the *presentation* of the *Planning of Goals* module *(recommendations re improvements to the presenters guide, teaching media, exercises, ice breakers, examples, length of the module, time provided, etc.)*

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_____ ➔

4.3 MODULE 3: *SELF-KNOWLEDGE*

4.3.1 Value

How would you rate the **overall value** of the ***Self Knowledge*** 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*

4.3.2 Relevance

If all things are taken into account, the ***Self Knowledge*** module 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* module

(recommendations re topics that should be added, covered in more depth or dropped, ways to improve its impact, etc.)

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4.3.4 Improvements that should be made to the *presentation* of the *Self Knowledge* module

(recommendations re improvements to the presenters guide, teaching media, exercises, ice breakers, examples, length of the module, time provided, etc.)

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4.4 MODULE 4: *CONFLICT MANAGEMENT*

4.4.1 Value

How would you rate the **overall value** of the ***Conflict Management*** 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*

4.4.2 Relevance

If all things are taken into account, the ***Conflict Management*** module 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* module

(recommendations re topics that should be added, covered in more depth or dropped, ways to improve its impact, etc.)

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4.4.4 Improvements that should be made to the *presentation* of the *Conflict Management* module

(recommendations re improvements to the presenters guide, teaching media, exercises, ice breakers, examples, length of the module, time provided, etc.)

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4.5 MODULE 5: *ASSERTIVENESS*

4.5.1 Value

How would you rate the **overall value** of the *Assertiveness* 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*

4.5.2 Relevance

If all things are taken into account, the ***Assertiveness*** module 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* module

(recommendations re topics that should be added, covered in more depth or dropped, ways to improve its impact, etc.)

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4.5.4 Improvements that should be made to the *presentation* of the *Assertiveness* module

(recommendations re improvements to the presenters guide, teaching media, exercises, ice breakers, examples, length of the module, time provided, etc.)

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4.6 MODULE 6: *PROBLEM SOLVING*

4.6.1 Value

How would you rate the **overall value** of the *Problem-Solving* 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*

4.6.2 Relevance

If all things are taken into account, the ***Problem-Solving*** module will be **relevant to the trainees' future job and personal life**	*1 Strongly disagree*	*2 Disagree*	*3 Agree*	*4 Strongly agree*

4.6.3 Improvements that should be made to the *contents* of the *Problem-Solving* module *(recommendations re topics that should be added, covered in more depth or dropped, ways to improve its impact, etc.)*

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4.6.4 Improvements that should be made to the *presentation* of the *Problem-Solving* module *(recommendations re improvements to the presenters guide, teaching media, exercises, ice breakers, examples, length of the module, time provided, etc.)*

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4.8 MODULE 7: *MANAGING STRESS EFFECTIVELY*

4.8.1 Value

How would you rate the **overall value** of the ***Managing Stress Effectively*** 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*

4.8.2 Relevance

If all things are taken into account, the ***Managing Stress Effectively*** module will be **relevant to the trainees' future job and personal life**	*1 Strongly disagree*	*2 Disagree*	*3 Agree*	*4 Strongly agree*

4.8.3 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.)

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4.8.4 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.)

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4.9 MODULE 8: *SUBSTANCE DEPENDENCY*

4.9.1 Value

How would you rate the **overall value** of the ***Substance Dependency*** 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*

4.9.2 Relevance

If all things are taken into account, the ***Substance Dependency*** module will be **relevant to the trainees' future job and personal life**	*1 Strongly disagree*	*2 Disagree*	*3 Agree*	*4 Strongly agree*

4.9.3 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.)*

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4.9.4 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.)*

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4.10 *MODULE 9: HIV/AIDS AWARENESS*

4.10.1 Value

How would you rate **the <u>overall value</u>** of the *HIV/AIDS Awareness* 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*

4.10.2 Relevance

If all things are taken into account, the ***HIV/AIDS Awareness*** module will be **<u>relevant</u> to the trainees' future job and personal life**	*1 Strongly disagree*	*2 Disagree*	*3 Agree*	*4 Strongly agree*

4.10.3 Improvements that should be made to the *<u>contents</u>* of the *HIV/AIDS Awareness* module *(recommendations re topics that should be added, covered in more depth or dropped, ways to improve its impact, etc.)*

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4.10.4 Improvements that should be made to the *<u>presentation</u>* of the *HIV/AIDS Awareness* module *(recommendations re improvements to the presenters guide, teaching media, exercises, ice breakers, examples, length of the module, time provided, etc.)*

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_____ *SEE LAST SECTION* ➔

5. PART 4: GENERAL RECOMMENDATIONS

Instructions: The space provided below is for any general comments and recommendations re the programme and its presentation. It could cover issues such as the 'things' that were *most and least helpful* in your presentation of the programme, *general improvements* that could be made to the programme as a whole, *problems experienced* with the trainees as such and or with the *circumstances* under which training had to take place, the *difficulties* of being a presenter, problems experienced with being part of the *research,* etc. ***Thus - all in all - any information that you think could be of help to the research team.***

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Thank you for completing this questionnaire

ADDENDUM 20:
LYS VAN LEKE-EVALUEERDERS EN PANEEL VAN DESKUNDIGES

ADDENDUM 20 (A): LEKE-EVALUEERDERS

Insp (v) M. Levendal	SAPD-maatskaplike werker
Me. A. Vermeulen	Afrikaans onderwyser
Kst A. Salemane	Konstabel by Speurtak
Kst (v) S. van der Merwe	Konstabel by Sigbare Polisiëring
Mnr. A. Botma	Skoolverlater

ADDENDUM 20(b): PANEEL VAN DESKUNDIGES

Prof. M. Weyers	Maatskaplikewerk-dosent
Prof. P. Rankin	Maatskaplikewerk-dosent
Dr. E. Ryke	Maatskaplikewerk-dosent
Dr. V. Roos	Sielkunde-dosent
Supt (v) M. Williams	SAPD-maatskaplike werker

ADDENDUM 21:
LYS VAN PROGRAMAANBIEDERS WAT BY DIE ONDERSOEK BETROKKE WAS

EKSPERIMENTELE GROEPE

Pretoria
Kapt (v) C. Gerber
Kapt (v) J.S. Diah
Insp (v) A. Sekgoka
Sers (v) J. Moganedi
Sers (v) E. Monama

Oudtshoorn
Kapt (v) W.R. Bezuidenhout
Insp M. de Beer
Insp (v) M. Levendal
Insp (v) J. Koopman

Bisho
Kapt (v) V.B. Bongco
Insp (v) V. Naidoo
Sers (v) S.S. Naicker
Sers (v) N.M. Cowa

Jakkalsdans
Kapt (v) M.E.L. Mdakane
Sers (v) N.S.F. Myeza

KONTROLEGROEPE

Graaff-Reinet
Insp (v) A. Nqumashe

Chatsworth
Insp (v) N. Mtshali

Philippi
Kapt (v) M. van Zyl
Kapt (v) L. de la Cruz
Insp (v) P. Nyakaza

ADDENDUM 22:
PROFIEL VAN STUDENT-KONSTABELS IN TERME VAN OPLEIDINGSKOLLEGES (JANUARIE 2005)

TABEL 22.1: TOTAAL: STUDENT-KONSTABELS VOLGENS OPLEIDINGSKOLLEGES, RAS EN GESLAG

	RAS EN GESLAG										
	Swart		Bruin		Wit		Indiër		*Subtotal*		*Totaal*
OPLEIDINGS-KOLLEGE	*M*	*V*	*M*	*V*	*M*	*V*	*M*	*V*	*M*	*V*	*M+V*
Pretoria	1550	399	5	0	6	2	15	1	1576	402	1978
Bisho	492	198	43	30	12	6	2	0	549	234	783
Philippi	203	46	159	35	7	5	0	0	369	86	455
Graaff-Reinet	220	113	4	6	3	1	0	0	227	120	347
Oudtshoorn	163	54	98	40	13	5	1	0	275	99	374
Chatsworth	67	70	1	2	2	0	1	0	71	72	143
Jakkalsdans	138	30	0	0	0	1	0	0	138	31	169
Totaal	*2833*	*910*	*310*	*113*	*43*	*20*	*19*	*1*	*3205*	*1044*	*4249*

ADDENDUM 23(A):
VOORSKRIFTE AAN OUTEURS:
SOCIAL WORK/MAATSKAPLIKE WERK

Die Suid-Afrikaanse vaktydskrif vir die maatskaplike werker *"Social Work/Maatskaplike Werk"* (ISSN – 0037-8054) verwoord die vereistes waaraan voornemende outeurs moet voldoen soos volg:

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 op Afrikaans of Engels geskryf word. Artikels op 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 (Word of Word Perfect) 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 woordelikse sitate, feite of argumente uit ander bronne gesiteer 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: Govenunent Printer.

NEWSPAPER REPORT/KOERANTBERIG: MBEKI, T 1998. Fiddling while the AIDS crisis gets out of control. **Sunday Times,** 8 March, 18.

ADDENDUM 23(B):
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. Boult, 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.

ADDENDUM 23(C):
EXTRACT FROM THE 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 devide 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/ls/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.

ADDENDUM 24:
AMPTELIKE BRIEF VAN TAALKUNDIGE

Adrio Verspreiders

Posbus 2525
MOSSELBAAI
6500
3 Desember 2005

Beste Arnel

TAALVERSORGING VAN PROEFSKRIF: P HUISAMEN

Baie dankie dat jy my met die taalversorging van hierdie verhandeling vertrou het. Dit was vir my 'n voorreg om deel van so 'n groot projek te wees.

Die volgende is in ag geneem tydens die taalversorging:

- Aangesien dit 'n proefskrif is, moes die inhoud professioneel-formeel, maar tog lesersvriendelik wees. Om dit te bewerkstellig sonder om die styl en konteks te verander is hoofsaaklik in die lydende vorm en gewone verlede tyd geskryf.
- Spesiale aandag is deurgaans aan die korrekte gebruik van lees- en skryftekens gegee. Lang woorde is dikwels vas geskryf omdat die gebruik van te veel koppeltekens hinderlik vir die leser kan wees. Waar uitspraakverwarring kon plaasvind, of waar 'n spelreël dit duidelik vereis, is koppeltekens gebruik. Kommas word gewoonlik ná die infinitief vorm van die werkwoord weggelaat, behalwe waar dit die lees en begrip van 'n lang sin vergemaklik.
- Omdat baie terme, wat eie aan die beroepsveld is, gebruik word, was dit nie altyd moontlik om spesifieke taalreëls toe te pas nie. Ek het egter deurgaans verwysings van die taalreëls wat wel op hierdie terme van toepassing gemaak kon word, aangeteken vir moontlik verdere navraag.
- Spesiale aandag is ook aan die gebruik van voorsetsels gegee, aangesien 'n voorsetsel in vaste verbinding die konteks van 'n sin kan beïnvloed.
- Lang sinne is dikwels deur middel van reduksie (waar een woord vir 'n omskrywing gebruik word) verkort. Sodoende word omslagtigheid uitgeskakel en die inhoud meer "vaartbelyn" vir die leser gemaak.

Die bronne wat deurgaans met groot vertroue gebruik is, sluit in:

- HAT (Verklarende Handwoordeboek van die Afrikaanse Taal) - uitgegee deur Perskor
- AWS (Afrikaanse Woordelys en Spelreëls) – uitgegee deur Pharos
- Skryf Afrikaans van A tot Z, Dalene Muller - uitgegee deur Pharos

Vriendelike groete

Adri Vermeulen

- Afrikaans Onderwyser vanaf 1986 tot 1996.
- 1996 - Skrywer en alleenverspreider van Afrikaanse lespakkette en studiemateriaal vir skole onder die naam *Adrio Verspreiders*
- Skrywer van Afrikaanse handboeke en studiegidse vir Nasou via Afrika, Kaapstad

OORKOEPELENDE BIBLIOGRAFIE

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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_enewsletter/archive/ 2002/ 11_02_stresspt1_alper.aspx [Datum van gebruik: 3 April 2005].

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BAILEY, W.C., WOODIEL, D.K., TURNER, M.J. & YOUNG, J. 1998. The relationship of financial stress to overall stress and satisfaction. *Personal finances and worker productivity*, 2(2): 837-868.

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