

AN EVALUATION OF THE “COLLEAGUE SENSITIVITY” PERSONNEL CAPACITY BUILDING PROGRAMME OF THE SOUTH AFRICAN POLICE SERVICE

by

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SUMMARY

AN EVALUATION OF THE “COLLEAGUE SENSITIVITY” PERSONNEL CAPACITY BUILDING PROGRAMME OF THE SOUTH AFRICAN POLICE SERVICE

Key terms:

Colleague, Personnel capacity building programmes, South African Police Service (SAPS), Social work.

Background: As a result of the restructuring of the South African Police Service (SAPS) in 1996 and various other factors, Police Social Work Services decided to broaden the scope of its services by developing and introducing pro-active, personnel capacity building programmes. By 1999, 15 such programmes were developed. The need subsequently arose for a comprehensive impact assessment of these programmes and the Evaluation of Personnel Capacity Building Programmes (EPCBP) study was launched in 2001. The evaluation of the Colleague Sensitivity Programme formed part of this research.

Objectives: The primary aim of the study was to determine the effect of the Colleague Sensitivity Programme on SAPS personnel's knowledge, attitude and behaviour.

Method: In the research, a comparison group pretest and posttest design and triangulation were used. Six measurement scales and a presenter's evaluation questionnaire were developed and completed by 224 experimental group respondents, 50 comparison group members and 11 presenters.

Results: Through the triangulation of measurements it was determined that the Colleague Sensitivity Programme had a practical significant effect on the respondent's knowledge, attitude and behaviour. It is, therefore, an effective tool in the hands of Police Social Work Service to enhance SAPS personnel's work and general interpersonal relationships.

OPSOMMING

'N EVALUERING VAN DIE "COLLEAGUE SENSITIVITY" PERSONEELKAPASITEITSBOUPROGRAM VAN DIE SUID-AFRIKAANSE POLISIEDIENS

Sleutelterm:

Kollega, Personeelkapasiteitsbouprogramme, Suid-Afrikaanse Polisie (SAPD), Maatskaplike werk.

Agtergrond: Die herstrukturering van die Suid-Afrikaanse Polisie (SAPD) in 1996, asook verskeie ander faktore, het die afdeling: Polisie Maatskaplikewerkdienste laat besluit om hul dienslewering na proaktiewe personeelkapasiteitsbouprogramme uit te brei. Teen 1999 was 15 sodanige programme reeds ontwikkel. Mettertyd het daar 'n behoefte ontstaan om die impak van hierdie programme te meet en dit het in 2001 tot die loodsing van die "Evaluation of Personnel Capacity Building Programmes (EPCBP)"-navorsingsprojek aanleiding gegee. Die evaluering van die "Colleague Sensitivity" personeelkapasiteitsbouprogram was deel van hierdie omvattende projek.

Doelstellings: Die primêre doel van die ondersoek was om die effek van die "Colleague Sensitivity" program op SAPD-personeelle se kennis, houding en gedrag te bepaal.

Prosedure: In die ondersoek is daar van 'n vergelykende groep, voorttoets-natoets ontwerp en triangulering gebruik gemaak. Daar is altesaam ses metingskale en 'n aanbiedersevaluasie-vraelys ontwikkel wat deur onderskeidelik 224 respondente van die eksperimentele groep, 50 lede van die vergelykende groep en 11 programaanbieders voltooi is.

Resultate: Deur middel van die triangulering van die verskillende metings is bepaal dat die "Colleague Sensitivity" program 'n praktiese betekenisvolle effek op respondente se kennis, houding en gedrag uitoefen. Daar is gevolglik bevind dat die program aan Polisie Maatskaplikewerkdienste 'n effektiewe instrument bied om personeelle se persoonlike en kollegiale verhoudinge te verryk.

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THE PRESENTATION OF RESEARCH RESULTS

This manuscript is presented in an article format in accordance with Rule A.11.5.3 and A.11.5.4 that is set out in the *Year Book* of the Potchefstroom University for CHE (2002:17) [Currently, the North-West University: Potchefstroom Campus]. The content and technical requirements of the journal *Social Work/Maatskaplike Werk* (see Appendix 7) were used as basis to formulate the articles.

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SECTION 1: ORIENTATION AND METHODOLOGICAL OVERVIEW

1. RELEVANCE OF THE RESEARCH

From 2000 onwards, Police Social Work Services (PSWS) developed various personnel capacity building programmes in order to meet the needs of the approximately 132 000 members of the South African Police Service (SAPS). In 2001 it was decided to embark upon the comprehensive Evaluation of Personnel Capacity Building Programmes (EPCBP) research project in order to determine the impact and cost-efficiency of all the programmes. The research documented here formed part of this project.

The development of the personnel capacity building programmes can be attributed to two main factors. The first were the policy documents and statements issued by SAPS management after April 1994 that emphasized the importance of empowering personnel to render proactive, client-centred service (cf. Stevens & Yach, 1995:6). The second was the high incidence of social problems among personnel. These problems could no longer be attended to cost-effectively with the available number of social workers. Consequently, an alternative had to be found for the individual-centred and reactive therapeutic interventions that characterised the social work services (Stutterheim & Weyers, 2002:6).

Due to the policy changes and increasing needs, an external research consultant, Ask Africa, was assigned to carry out extensive research (a) to determine the needs of personnel for Social Work services, (b) to determine the Social Workers' perception of the personnel's needs and (c) to compare the two sets of perceptions. Ask Africa completed the research in 1997 (Ask Africa, 1998). The findings pointed to a strong need for both reactive (therapeutic) and proactive (capacity building) social work services. Five priority areas for proactive services were identified. These were stress, substance dependencies, financial difficulties and personnel conflict/teamwork (Ask Africa, 1997:28). The fact that these were areas of concern was further substantiated by Police Social Work Services' statistics (cf. PSWS, 2000). At a national conference in September 1999, all the social workers of the SAPS decided that the relevant areas should be dealt with by means of personnel capacity building programmes.

In March/April 2000, five working groups consisting of one social worker per province were established to develop the programmes. Each had to adhere to the requirements set by the South African Qualifications Authority (SAQA). Because the programme content and presentation required specialized knowledge of social work, only social workers were involved in the development process.

The researcher was a member of the working group that developed the Colleague Sensitivity Personnel Capacity Building Programme (CS PCBP). The aim of the programme had to correlate with the overall aim of the personnel capacity building programmes, that is, to empower SAPS

personnel with the knowledge, attitude and behaviour necessary to become balanced employees (PSWS, 2001). It especially had to address the relationship problems that had a negative impact on personnel's co-operation (hierarchical problems and conflict between colleagues). It was, therefore, envisaged that by empowering SAPS personnel with appropriate interpersonal skills, they would be better enabled to deal effectively with everyday work-related, interpersonal problems.

The presentation of the programmes started during October 2000 and by the end of October 2001, 3 500 personnel had already attended at least one presentation. Although basic evaluation instruments were included in some of the programme packages, they were not substantive enough to determine either the effect of the programmes on the participants or the cost-efficiency of the interventions scientifically. All these factors led to the launching of the PCBP project and the evaluation of the "Colleague Sensitivity" study in November 2001. The methodology used in this study will be explained next.

2. AIM AND OBJECTIVES

The overall aim of this study was:

- to determine the effect of the Colleague Sensitivity Capacity Building Programme on the knowledge, attitude and behaviour of SAPS personnel.

In order to achieve the aforementioned aim, the following three objectives were formulated:

- to ascertain whether the programme had a practical significant effect on personnel's knowledge, attitudes and behaviour (KAB)
- to determine what influence the quality of the presentation of the programme had on its impact and
- to devise guidelines for the improvement of the programme based on the aforesaid.

3. HYPOTHESIS

The study tested the hypothesis:

that the Colleague Sensitivity Capacity Building Programme has a practical significant influence on the knowledge, attitude and behaviour of SAPS personnel.

4. LIMITATIONS OF THE RESEARCH

The EPCBP project proved to be an extremely difficult task to complete successfully. In terms of scope it involved 4 157 respondents from all 10 SAPS Provinces throughout South Africa, as well as 146 social workers and 9 researchers. Some logistical problems resulted in a reasonably high percentage of spoiled questionnaires (8.54%) and a reasonably poor response rate in terms of presenter's evaluation questionnaires. These type of problems were also experienced in the "Colleague Sensitivity" study.

Using higher order statistical analysis for questionnaires which were not yet completely standardised also caused a number of minor problems. Among others, it manifested in low Cronbach alpha and/or d-value measurements for some of the scales/sub-scales. These problems were anticipated and dealt with by means of triangulation.

In SAPS Social Work Services it is standard practice that the same programmes are presented to all personnel. This implied that the Colleague Sensitivity study was conducted with personnel from varied posts or rank levels. There were, consequently, indications that participants derived differentiated value from the programme, especially on the grounds of educational level. This issue could, however, not be dealt with sufficiently within the ambits of this study.

5. THE RESEARCH DESIGN AND PROCEDURE

The following overview will only deal broadly with the nature of the research design and the research process. The articles that form the core of the research report (see Section 2) will, however, provide detailed information on the nature of the CS PCBP, the research groups, the measurement instruments and related issues.

5.1 THE RESEARCH DESIGN

A comparison group pretest and posttest design was used in the empirical research. This is an equivalent of the classical experiment, but according to De Vos and Fouche (1998:132), without the "...random assignment of subjects to the groups". It was deemed the most appropriate design, since it provides for the statistical determination of the effect size of programmes in circumstances where it is not possible to comply with all the prerequisites for a classic experiment (cf. Bailey, 1994:236-7; Cohen, 1977; Strydom, 1999:110).

5.2 THE RESEARCH PROCEDURE

The fact that the content of the Colleague Sensitivity Programme had been implemented on numerous occasions led to the research advancing to the empirical verification of the programme almost immediately after the project's inception. This process involved four steps.

5.2.1 Step 1: Literature study

In order to gain additional background information on the programme and to assist with the formulation of the measuring instruments, a comprehensive literature study was undertaken. This study included aspects such as the attributes of the Colleague Sensitivity Programme, the generic nature of capacity building programmes and the requirements for programme presentations and evaluation.

Besides this, the policy documents concerning the development of capacity building and service delivery in the South African Police Service, as well as the nature of community policing and related matters were also examined. The sources that were consulted in this regard included SAPS documentation, books and journals from South Africa and abroad. Furthermore, appropriate sources on the internet and literature from related fields such as management, community policing, criminology and psychology were also consulted.

The following databases were used in the identification of appropriate resources:

- The NEXUS - RGN database for current and completed research in South Africa from 1969
- RSAT - Index of South African journal articles from 1987
- Social Sciences Index

- Social Work Abstracts
- Psychlit - Psychology database from 1987
- ERIC - Educational Resources Information Centre
- Catalogue - Ferdinand Postma Library, North-West University: Potchefstroom Campus.

5.2.2 Step 2: Design and testing of measurement instruments

The second step involved the design and testing of the six questionnaires which were to be used in the study. Two of these, viz. the presentation evaluation and presenter's evaluation questionnaires were developed by the EPCBP research team. The other four were based on the content of the Colleague Sensitivity Programme and the results of the literature study. The questionnaires, which contained six measurement scales (see Diagram 1), were subjected to a series of consecutive pilot studies to enhance their reliability and validity. The main study commenced thereafter.

5.2.3 Step 3: Measuring the effect of the CS PCBP

During the main study, the programme was presented to 224 SAPS personnel and its effect was measured with the aid of the six scales previously mentioned. At the same time, a comparison group of 50 members were involved in a similar process.

5.2.4 Step 4: Completion of the research report

After the data had been captured, analysed and interpreted, two research articles and additional reports were compiled.

5.3 THE RESEARCH GROUPS

In order to make both the experimental and the comparison groups as representative of the total SAPS population as possible, four main criteria were used. They were rank/post, race, gender and province. It was envisioned that the use of province as a criterion would ensure that attributes such as language distribution, geographical location (deep rural, semi-rural, rural, and urban), historical background and different sections within the organisation would also be covered.

With regard to rank/post as criterion, it was borne in mind that the total SAPS personnel corps could be divided into two basic categories, viz. those appointed in terms of the Police Act (Act No. 68 of 1995) and the employees appointed in terms of the Public Service Act (Act No. 103 of 1994). Furthermore, it was considered that the members appointed in terms of the Police Act represented nine different ranks, ranging from Constable to the National Commissioner. The SAPS administrative personnel corps encompasses nearly forty different posts e.g. secretary, registration clerk, data typist, administrative clerk, typist, cleaner, medico-legal official and personnel officer. For the purpose of the EPCBP analysis it was consequently decided to deal with the so-called Public Service Act personnel as a unit.

In terms of both race and gender an attempt was made to match the study groups as closely as possible to the personnel profile of the SAPS as a whole.

The extent to which the 224 members of the experimental groups and the 50 members of the comparison groups met the criteria concerned is set out in the respective articles.

5.4 THE MEASUREMENT INSTRUMENTS

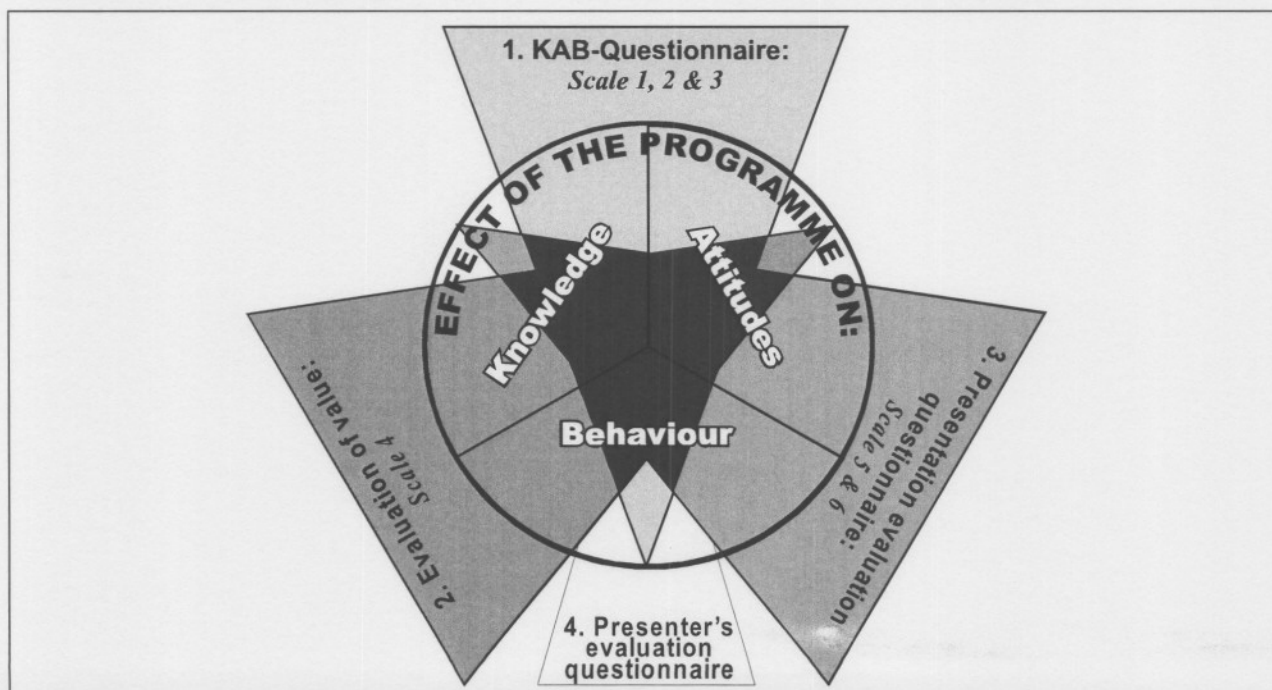
Because of the unique nature of the programme, standardised questionnaires/scales could not be used in the study. Consequently, new measuring instruments had to be developed. In order to bridge potential shortcomings in the individual instruments, triangulation was used. For the purposes of the study, triangulation was seen as *"...the combination of two or more theories, data sources, methods or investigators in one study of a single phenomenon to converge on a single construct"* (Hilton, 2003). In this regard, the so-called 'within-method' (Bryman, 2003) of triangulation was used, since multiple instruments were employed to measure the same phenomenon, viz. the effect of the programme (cf. Mark, 1996:220; Patton, 2002:556, 559-560).

The following six scales were used in the study:

- the KAB questionnaire with its three primary scales (Scales 1 to 3 completed by both the experimental and comparison groups)
- the programme value scale (Scale 4 formed part of the posttest KAB questionnaire that was completed by the experimental group only)
- the programme relevance scale (Scale 5 formed part of the presentation evaluation questionnaire that was only completed by the experimental groups)
- the quality of programme presentation scale (Scale 6 formed part of the presentation evaluation questionnaire that was only completed by the experimental groups).

The manner in which the different questionnaires and scales were utilised during the study is portrayed in Diagram 1.

DIAGRAM 1: THE MANNER IN WHICH TRIANGULATION WAS USED IN THE STUDY



The nature and content of the data collection instruments will now be viewed more closely.

5.4.1 The KAB questionnaire

The so-called KAB or KAP (Knowledge, Attitudes and Behaviour and/or Practices) analysis has for some time formed part of educationally based research in, among others, the health, education, economic, social marketing and social development fields (cf. Berger *et al.*, 1994; Donati *et al.*, 2000; Mitchell & Kaufman, 2002; WPDCE, 1999; Weinreich, 1999). It is, however, not widely implemented in social work research.

KAB studies are based on the premise that human functioning can be divided into three dimensions, viz. the cognitive, the affective and the conative (behavioural) (Thompson, 2002: xvii). It is further based on the premise that the three dimensions are connected, but not necessarily in a linear manner. Change in one dimension does, therefore, not necessarily lead to change in another and change in one dimension (e.g. attitudes) is also not necessarily a prerequisite for change in another dimension (e.g. conduct) (cf. Akade, 2001:248-251; Elkind, 1993:171; McCann & Sharkey, 1998: 268-9). It would, therefore, be possible to determine with the aid of the KAB scales, to what extent the Colleague Sensitivity Programme impacted on each of the three dimensions individually.

Four KAB questionnaires were designed for the programme. The experimental groups completed two of the questionnaires on a pre-intervention and post-intervention basis (see Appendixes 1 & 2). The comparison groups completed two similar questionnaires during the same time period (see Appendixes 3 & 4). The questionnaires consisted of both closed questions (e.g. true/false) and Likert-type scales (e.g. strongly disagree/disagree/agree/strongly agree) (Jackson, 2003:61).

5.4.2 The presentation evaluation questionnaire

A single presentation evaluation questionnaire was developed for the whole EPCBP project (see Appendix 5). It also went through a process of pilot testing before being administered to the members of the experimental group directly after the presentation of the programme.

The questionnaire contained 31 questions which were divided into six sections. The aim of Sections 1 to 4 together with Section 6, was to determine the influence that the quality of the presentation had on the programme's effect. These five sections each formed a sub-scale within the ambit of Scale 6. The experimental group's view of the relevance of the programme was measured with the aid of the questions contained in Section 5 (i.e. Scale 5).

5.4.3 The presenter's evaluation questionnaire

Each social worker that presented a programme was requested to complete the presenter's evaluation questionnaire (see Appendix 6). It enabled them to evaluate their own presentation skills, as well as the relevance of the programme. It also afforded them the opportunity to make recommendations regarding the improvement of the programme.

5.5 DATA PROCESSING

All the data collected by means of the triangulation of 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). Before the data could be analysed, it was necessary firstly to determine whether the measurement scales were reliable, secondly, whether the questions were valid and thirdly, whether the scales were able to measure change. The procedures and formulas that were used for these purposes will be discussed briefly.

5.5.1 Procedures and formulas for the calculation of reliability

In order to determine the reliability of the applicable measurement instruments, the Cronbach alpha coefficient (abbreviated as 'Cronbach alpha' or simply " α ") of each scale and sub-scale was calculated (Gravetter & Forzano, 2003:455). A score of 0.50 or higher was accepted as an appropriate reliability coefficient (Jackson, 2003:87-91). All the scales that were used in the research complied with this criterion.

5.5.2 Procedures for the calculation of validity

The validity of the individual questions was initially determined by means of the pilot studies and peer-group evaluations. This procedure was necessary to increase the face and content validity of the questions (cf. Creswell, 2003:157-8; Elmes *et al.*, 2003:55-59; Jackson, 2003:44-5). The main study was, however, viewed as the most important step in this process.

5.5.3 Procedures and formulas for the calculation of change/effect

Cohen's formula for the calculation of effect size was used to measure practical significant *change*. This type of effect size is also referred to as Cohen's d-value (Cohen, 1988:20-7; Steyn, 2000:1-3). The reasons for this choice were the following:

- a probability sample could not be drawn in the research. It was, therefore, only possible to view the respondents as a sub-population of the planned target population. Consequently, it was not possible by means of inferential statistics to generalize the results to the target population
- to determine if the programme did change the knowledge, attitudes and behaviour of SAPS personnel in practice, the standardised difference was used as effect size (Gravetter & Forzano, 2003:454). This entailed dividing the difference between two averages (or averages of a given mean) by the standard deviation. According to Steyn (2000:3), this is a natural criterion for drawing conclusions regarding significance.

A four-step procedure was followed in the calculation of the size of the effect that the programme had on the respondents. The first step was the calculation of the d-values of the scales and questions that were administered to the experimental group alone. The following formula was used for this purpose:

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

Where:

d = effect size

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

σ_{diff} = standard deviation of difference score.

The second step was to determine whether there were any practical significant differences *between* the pretest and posttest scores of the experimental and comparison groups. In order to do this, it was

first necessary to determine if the experimental groups (group 'e') and comparison groups (group 'c') were comparable before the intervention. This was done by calculating and comparing the d-values of the two groups' pretest measurements per scale. The difference had to be smaller than 0.5. In cases where there was a bigger difference, a co-variance analysis had to be performed. In the research, however, all the scales compared favourably before the programme commenced.

To compute the net difference per scale, Cohen's formula for calculating the effect size *between* two groups were used. The formula is as follows (Cohen, 1988:20-7; Steyn, 2000:1-3):

$$d = \frac{\mu_1 - \mu_2}{\sigma}$$

Where:

- d = effect size
- μ_1 = average difference score in the experimental group (e)
- μ_2 = average difference score in the comparison group (c)
- $\mu_1 - \mu_2$ = difference between average difference
- σ = maximum standard deviation of difference scores.

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

- d = 0.2: this indicates a small effect, implying that the research should be repeated in order to confirm if there is an effect
- d = 0.5: this indicates a medium effect, implying that the result can be viewed as significant, but also that better planned research could produce even more significant results
- d = 0.8: this indicates a large effect which is of practical significance
- because there are no absolute boundaries between the three d-values, concepts such as 'small to medium effect' and 'large effect' can be used (cf. Spatz, 2001:74-5; Steyn, 1999:3).

The last step was to perform an effect size analysis on the scales pertaining to the respondents' experience of the value and relevance of the programme, together with the influence of the quality of the presentation. The same formula that was used to determine the effect size within the group was used for this purpose, namely:

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

Besides effect size measures (d-value), descriptive statistics such as totals, percentages, averages and standard deviations were also used to determine the impact with regards to certain scales and questions.

5.6 ETHICAL ASPECTS

The South African Police Service granted permission for the research to be conducted within the organisation. The rights of personnel were protected by the following: the study focused on the effect of the programme and not the employees of the organisation; employees were given the freedom to choose whether they wanted to participate in the study or not; a system of secret codes was implemented to link pretest with posttest questionnaires and value judgements in respect of cultural aspects were avoided (cf. De Vos, 1998:30).

6. DEFINITIONS

Since the following concepts were referred to throughout the research report, they need to be clarified.

6.1 PERSONNEL CAPACITY BUILDING PROGRAMMES

The concept “personnel capacity building programme”, “capacity building programme” or simply ‘programme’ referred to the structured intervention mechanism that was used by social workers to empower SAPS personnel with the knowledge, attitude and behaviour which they required to become (even more) resilient (cf. Rooth, 2000:34; Stutterheim & Weyers 2002:10; Thompson, 2002:xvii). In this research, the focus will be on the programme entitled “Colleague Sensitivity” (CS).

6.2 EFFECT ANALYSIS

In the report, the concept ‘effect analysis’ referred to both the process and the results obtained through the use of Cohen’s formula for the calculation of effect size. In this regard, ‘effect’ indicated the magnitude (if any) of the *change* that was brought about by the programme (independent variable) with respect to the respondents’ knowledge, attitudes and/or behaviour. It is also imperative to note that the guidelines set for the interpretation of d-values (small, medium or large) were also implemented with the descriptive statistics.

6.3 PARTICIPANTS, RESPONDENTS AND PRESENTERS

The study further necessitated a differentiation between the various types of people who were involved. The following three concepts were used for this purpose:

- the word ‘participants’ referred to all the persons who participated in the study and who contributed to the data (Gravetter & Forzano, 2003:462). It consequently covered both the respondents and presenters
- the word ‘respondent’ referred only to the personnel who participated in the experimental (“Group e”) and comparison groups (“Group c”) (Babbie, 2001:G3)
- in the report, the word ‘presenters’ implied the SAPS social workers who presented one or more of the programmes.

7. PRESENTATION OF THE RESEARCH RESULTS

The presentation of the research results was done in article format as specified in Rules A.11.5.3 and A.11.5.4 of the *Yearbook* of the Potchefstroom University for CHE (2002:17). In formulating the articles, the content and technical requirements of the South African journal *Maatskaplike Werk/Social Work* (see Appendix 7) were used as basis. The articles will, however, be shortened before submission in order to comply with the journal’s length requirements.

The research report is divided into four sections:

- the first section provides an orientation to the subject matter, as well as an overview of the research methodology which was used

- the second section contains two articles. Their titles are “The nature of the Colleague Sensitivity Personnel Capacity Building Programme of the South African Police Service” and “The evaluation of the Colleague Sensitivity Personnel Capacity Building Programme of the South African Police Service”
- in Section 3, the main findings of the study and guidelines for the improvement of the programme will be set out
- the appendixes form the concluding section. They include, amongst others, the various questionnaires that were utilized, a list of presenters and a profile of the SAPS population.

In order for each article to be a functional unit, they contain their own bibliographies. For convenience sake, a combined bibliography will, however, also be provided at the end. Note should be taken of the fact that, in order to function as independent units, some duplication of data will occur in the two articles.

SECTION 2: THE JOURNAL ARTICLES

ARTICLE 1

Kleingeld, C & Weyers, ML

THE NATURE OF THE “COLLEAGUE SENSITIVITY” PERSONNEL CAPACITY BUILDING PROGRAMME OF THE SOUTH AFRICAN POLICE SERVICE

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ABSTRACT

Background: President Thabo Mbeki mentioned in his state of the nation address on 2002-02-08 that the trends in crime incidents call for partnership across society to improve moral fibre – to strengthen community bonds, fight corruption, protect the rights of women and forge a common understanding of the challenges of change. This, together with other factors substantiates why the Social Work Service of the South African Police Service (SAPS) developed a proactive colleague sensitivity programme. This programme focuses on providing guidelines for self-management within relationships that contribute to the development of resilient personnel.

Objectives: To ascertain the degree to which the content and presentation package of the Colleague Sensitivity programme adhered to existing principles concerning interpersonal relations and programme presentation.

Method: The outcomes, content and presentation of the programme were analysed and evaluated with the aid of existing theory on the subject matter. In other words, the focus was on the components of the Colleague Sensitivity Programme and the presentation thereof.

Results: It was found that the Colleague Sensitivity Programme adhered to existing principles regarding interpersonal skill development and the presentation thereof bore the same traits as other successful programmes in the field. (The extent to which these characteristics manifested into effective service delivery will be addressed in a following article.)

1. INTRODUCTION

The evaluation of the Colleague Sensitivity Personnel Capacity Building Programme (abbreviated as “CS programme” or simply “programme”) study formed part of an extensive research project with the aim of determining the impact of 15 of these types of pro-active interventions on SAPS personnel. The purpose of this article is to explain the nature and implementation of the CS PCBP, whilst the measurement of the programme’s effect will be dealt with in a follow-up article.

Before the content of the CS programme is outlined, the background/origin of the programme and what it sets out to achieve will be discussed. That will be followed by an explanation of the principles on which the different parts of the programme are based.

2. THE BACKGROUND OF THE “COLLEAGUE SENSITIVITY” PERSONNEL CAPACITY BUILDING PROGRAMME

Owing to the restructuring of SAPS in the mid 1990's, Social Work had to adapt to an organisation that placed increasing emphasis on the empowerment of its employees to deliver effective services in the context of a transforming society. Therefore, an external research consultant, Ask Africa, was requested to conduct extensive research on the rendering of Social Work services within SAPS (Stutterheim & Moruane, 2002:172). The aim of the research was to determine what Social Work services SAPS members expressed a need for and to compare it with the perceptions of social workers in this regard.

The research was conducted in 1997 and the final report submitted in 1998 (Ask Africa, 1998). The research indicated that there was a need for both re-active (therapeutic) and pro-active (capacity building) Social Work services within SAPS. Interpersonal relationships were also found to be one of the areas for which there was a dire need for pro-active intervention.

Ask Africa's findings correlated with Police Social Work Services' own data as well as the views expressed in other publications. For example, PSWS's service delivery statistics showed that their social workers had to deal with high incidents of labour related and family problems (PSWS, 2000:3-4). The City Press confirmed this when it was reported that interpersonal problems, amongst others, were viewed as the primary reasons for police suicides. And it was further suggested that to avoid a high incidents, more would have to be done to improve personnel's interpersonal skills (Mona & Noganta, 1999:13). This was substantiated by literature indicating that “psychological health depends almost entirely on the quality of our relationships with other people” (Oni, 1995: 29). It is important to bear in mind that SAPS employees interface with the public and “in addition to demonstrating competent technical skills and knowledge, employees who interface must have excellent interpersonal skills” (Katz, 1994:39). Organisational morale could also be influenced negatively by managers who are ill equipped with interpersonal skills and consequently resort to coercive tactics to achieve their objectives (Kemp & De Villiers, 2003:46).

Due to Ask Africa's findings and other factors, Police Social Work Services (PSWS) decided to develop a pro-active, needs-based interpersonal skill development programme. The programme's aim was to stimulate personnel to manage their responses within relationships. This would ultimately enhance employee's resilience, in other words: “...*the process, capacity and outcome of successful adaptation to challenges and adversity, sustained competence under threatening circumstances and the ability to recover from trauma*” (Kumpfer in Stutterheim & Weyers, 2004:10).

The content of the programme package will be discussed next, after which an overview of the theoretical principles will follow.

3. THE OUTCOMES AND STRUCTURE OF THE COLLEAGUE SENSITIVITY PROGRAMME

In order to provide a clear picture of the nature of the programme, its outcomes and structure will be discussed. The way in which these elements fit into the programme package will also be dealt with.

3.1 THE OUTCOMES OF THE PROGRAMME

The Colleague Sensitivity Programme aims at providing guidelines for self-management within relationships. The outcomes of the programme can be divided into an overall outcome, as well as specific outcomes.

The overall outcome of the CS PCBP is to enable participants:

- to *understand* the various models which they were introduced to, to such an extent that they would be able to utilize them as frames of reference to evaluate their own behaviour and that of others (knowledge)
- to be *committed* to not only assess their behaviour, but also change their approach to situations (attitude) and
- to be able to *utilize* acquired knowledge and skills to manage the way they respond to people (behaviour).

The specific outcomes relate to the specific themes which are covered in the programme. These outcomes entail that the participants should be able to:

- identify their locus of control and be able to address it
- identify their own temperament style as well as those of their colleagues
- recognise their own conflict management style in order to deal effectively with conflict situations
- experience the negative effect of labelling in order to avoid this behaviour
- discuss the influence of thoughts on emotions and behaviour
- analyse the different transactions of the three ego states in transactional analysis
- enhance their adult communication skills and improve relations.

The programme is structured according to these outcomes. It, therefore, orientates participants regarding the extent of the content to be covered, the use of experiential learning and the goal they need to set out to achieve, namely skills development. The programme content will be discussed next.

3.2 THE PROGRAMME CONTENT

The programme's point of departure is that *one could influence the outcome of situations*. It, consequently, reflects on the various "tools" one could implement to exert such influence.

The content and main teaching activities of the programme are summarized in Table 1.

TABLE 1: THE THEMES AND PRESENTATION OF THE COLLEAGUE SENSITIVITY PCBP

THEMES	PROCEDURE AND TEACHING MEDIA
1. Locus of control	
1.1 Philosophy of Colleague Sensitivity	• <i>Group discussion:</i> Factors influencing motivation
1.2 Internal & external locus of control	• <i>Individual activity:</i> Completion of questionnaire
	• Presentation (transparency) followed by a <i>group discussion:</i> Are you willing to take responsibility for the factors influencing your motivation?
1.3 Behaviour in competitive situations	• <i>Group discussion:</i> Difference between people with an internal and external locus of control
1.4 How to change an external locus of control	• <i>Group discussion</i> and a presentation (transparency)
1.5 Conclusion	• <i>Group discussion:</i> Results of the questionnaire and it's implication

2. Personality types 2.1 Keirsey Temperament Sorter 2.2 My Interpersonal Style Questionnaire 2.3 Conclusion	• <i>Individual activity:</i> The Keirsey Temperament Sorter is completed and a summary of the group's types are displayed on a flip chart. Presentation (transparencies) • <i>Group activity:</i> Employees with the same temperament present their portrait (handout) to their colleagues • <i>Individual activity:</i> The Interpersonal Style Questionnaire is completed and interpreted
3. Conflict handling styles 3.1 Definition 3.2 Conflict resolution styles 3.3 Effective ways of dealing with conflict 3.4 Conclusion	• <i>Group discussion:</i> What is conflict? (Transparency) • <i>Individual activity:</i> Completion of a questionnaire, followed by a presentation (Transparency) • <i>Group discussion</i> with the aid of a flip chart • <i>Group discussion:</i> Draw a comparison between your temperament type and conflict handling style
4. Rational Emotive Theory 4.1 The individual as rational being 4.2 Perceptions 4.3 Conclusion	• <i>Group discussion:</i> What influence do thoughts have on emotions • Presentation concerning RET (Transparency) • <i>Group discussion:</i> People see things differently (Diagram) • <i>Group activity:</i> The effects of labelling
5. Transactional analysis 5.1 Define the purpose of TA	• Presentation regarding the 3 ego states (transparencies) • <i>Group discussion:</i> Which ego state does the manager use to communicate? What is your reaction/response? In which ego state do you communicate with your colleagues? • <i>Small group discussion:</i> How to stay in the adult ego state • <i>Small group activity:</i> Role play
6. Adult communication skills 6.1 Levels of communication 6.2 Empathy 6.3 Feedback 6.4 Conclusion	• Presentation (Transparency) • <i>Group discussion:</i> On which level do you communicate? • Does your level of communication with colleagues differ from that within your personal relations? • What do you think is the ideal level of communication? • <i>Group discussion:</i> Definition, purpose and different techniques for responding empathetically • <i>Small group activity:</i> Role play • <i>Group discussion:</i> Defining, purpose and elements of feedback • <i>Small group activity:</i> Role play

The content of each of these themes will be discussed briefly in order to provide a clear overview of the programme.

3.2.1 Locus of control

The programme purposefully commences with a discussion regarding the origin of motivation and the factors influencing the personnel's motivational state. Employees normally make use of the opportunity to vent some of the frustrations they experience within their work environments.

This is followed by the administration of the locus of control questionnaire (which is done before the theory is presented in order to prevent learners from being biased when they complete the questionnaire). A presentation is then done on the nature of locus of control and on how internal and external locus of control differs. In it, locus of control is viewed as *the extent to which a person believes that his/her behaviour has a direct influence on the consequences of his/her actions and the development of his/her motivation at work*. Personnel who apply an internal locus of control refers to those who *feel that they can influence their outcomes through their ability, skills or effort* and employees who apply an external locus of control are those who *feel that their outcomes are beyond their control. They feel that external forces control their outcomes* (PSWS, 2001). Participants are requested to reflect on the discussion concerning motivation and assess from which orientation they functioned at the time. They are also encouraged to evaluate whether they are willing to take responsibility for the factors influencing their motivation.

By considering the impact that locus of control has on people's behaviour within competitive situations, the extent to which it influences one's functioning is stressed. Individuals who are orientated internally outperform those who are orientated externally when competition is involved. Competitive demands can cause those with an external orientation to give up (PSWS, 2001).

From the above it is clear that the aim of the programme is not only to disseminate information. It is rather to provide participants with an opportunity to use the acquired knowledge to ascertain whether they apply an internal or external locus of control and to identify what influence this has on their functioning. Since quite a number of employees generally realise that they function from an external orientation and that it would benefit them to apply an internal locus of control, they are naturally inclined to ask whether something could be done about the current state of affairs. This is addressed by a discussion on how an external locus of control could be changed by taking responsibility, increasing self-awareness and esteem, etc.

A reflection on the results obtained from the completed questionnaires provides personnel with yet another opportunity to realize to what extent they implement an external/internal locus of control and how it impacts on their behaviour.

This theme sets the stage for employees to take responsibility for their relationships with their colleagues. Employees are assisted in this endeavour by the next theme which aims at empowering them to understand their own behaviour and that of others.

3.2.2 Personality types

After introducing the theme, participants are requested to either complete the Keirsey Temperament Sorter or the Interpersonal Style Questionnaire (depending on the training of the social worker).

The Keirsey Temperament Sorter is based on the premise that people have different capacities for experiencing problems. The questionnaire categorises people according to: extroversion vs.

introversion; sensing vs. intuition; thinking vs. feeling and judging vs. perception. The Interpersonal Style Questionnaire covers self-esteem and people vs. task centeredness.

If the Keirsey Temperament Sorter was administered, a summary of the temperament types represented in the group is displayed on a flip chart. A general description of the 16 sub-types is also distributed. (The accurate description of the sub-types' behaviour generally contributes to participants gaining trust in the content of the programme.)

This is followed by a presentation of the theory on which the questionnaires were based, which usually leads to learners developing insight into their own behaviour and that of others. This process is enhanced, in the case of the implementation of the Keirsey Temperament Sorter, by a small group activity where personnel with similar temperament types are requested to present their portrait (elaborate description of typical sub-type behaviour) to their colleagues. In the case of the Interpersonal Style Questionnaire, the results are obtained by a group discussion.

By means of the set process, personnel are provided with a frame of reference against which to interpret their own behaviour and that of others. They are also encouraged to refrain from wanting to turn others into copies of themselves and to rather prize the manner in which people differ. In order to equip employees to adopt this new stance, the constructive management of conflict is dealt with next.

3.2.3 Conflict

This theme is opened with a group discussion on conflict. Participants are allowed to define conflict in their own words for their frame of reference to be displayed and facilitators use this information to adjust the presentation according to the participant's knowledge level. The participants' inputs are subsequently summarised using the following definition: *conflict (is) an expressed struggle between at least two interdependent parties who perceive incompatible goals, scarce rewards and interference from the other party in achieving their goals* (Adler, 1987:337).

After the discussion, participants are required to complete the Thomas-Kilman Conflict Mode Instrument. It indicates which of the following conflict handling styles they typically implement: avoiding, competing, collaborating, accommodating and/or compromising. The questionnaire is administered before a presentation of the mentioned conflict handling methods in order to prevent biased answers to questions. Learners usually know some of the conflict resolution styles, but find it difficult to differentiate between them.

To further enhance their understanding of the conflict handling styles, the various uses of each mode are covered. Learners normally find this quite informative.

A discussion concerning effective ways of dealing with conflict follows. It ensures that all participants adopt an efficient approach to conflict situations, i.e. acknowledgement of the problem, an analysis thereof, the evaluation of various alternatives of addressing the problem, the implementation of the selected option and an evaluation of the outcome.

The session is concluded with a measurement of the extent to which personnel developed insight into the influence which temperament types exert on conflict situations. Learners are encouraged to

indicate how conflict handling and temperament styles compare. For instance, a person's temperament style could affect problem-identification and decision-making processes. For example, Edward de Bono (1982:91) is of the opinion that each person owns a personal "logic bubble". This 'bubble' refers to the total of the person's perceptions, values, goals, needs and beliefs. He mentions that it is very difficult for one person to "get into" the logic bubble of another person, but that mutual understanding is a prerequisite for effective communication within conflict situations (cf. De Bono, 1982:91).

3.2.4 Rational Emotive Theory

Rational Emotive Theory is used to enlighten employees on how situations or people are perceived, the impact this has on behaviour and how it could be managed. This is relevant to SAPS personnel, especially uniform members, who discovered that they tend to apply an external locus of control and are not yet skilled in implementing a range of conflict resolution styles. They consequently resort to aggression due to the often extremely stressful circumstances at work.

At the start of this session, personnel are requested to reflect on the influence thoughts have on emotions. Since respondents normally express contradicting opinions, the A-B-C model of the Rational Emotive Theory (RET) is introduced as a means of clarifying the issue. In other words: emotions can be caused by various factors and are controlled in different ways, of which thoughts are but one (PSWS, 2001). The way you interpret a certain happening rationally or irrationally will determine whether you find emotional happiness or unhappiness (Adler, 1987:126). The mentioned influence is brought into the scope of the Colleague Sensitivity Programme even further by emphasising the impact it has on behaviour and the difference between reacting and responding to stimuli. Although the theory usually makes sense to personnel, they find it difficult to apply.

In order to assist learners to understand the influence thoughts have on emotions and behaviour even further, the fact that people see things differently is considered. Perception is explained as that process by which the individual organises an abundance of information (stimuli) into meaningful patterns. Some of this information comes from inside and some from outside through receptors (senses). The brain receives, interprets and patterns it. Information that is not required is filtered out. People do not respond to what is real, but to their filtered version of what is there, that is, what they perceive to be the case (PSWS, 2001). This is illustrated with the aid of a diagram. Its implementation within relationships is experienced by means of a labelling game.

Learners generally indicate that the exercises make them aware that one could manage one's emotional state and behaviour by managing one's thoughts. (The A-B-C model also emphasises internal locus of control in that it views emotional and behavioural problems to be the result of a person's thoughts and not necessarily his/her circumstances.) Therefore, people's reactions are influenced by their perceptions, which are based on their locus of control and temperament type. Yet they could be managed by the implementation of Rational Emotive Theory and Transactional Analysis.

3.2.5 Transactional analysis

The purpose of including transactional analysis in the programme is to assist learners to understand individuals, relationships, communication and behaviour. It is basically a theory of communication

which describes the three ways in which a person could communicate as ego states. Each individual contains within himself three ego states viz.:

- a parent ego state representing imitations of his/her parental figures
- a child ego state referring to survival relics from infancy and
- an adult ego state which functions in the here and now and is concerned with the collection and computing of data in preparation for the action to be taken (Bennett, 1976:1). Therefore, the adult ego state enables people to choose their responses. Note should, however, be taken that being sensitive to the 'not OK' feelings of one's child ego state is a prerequisite for adult data processing (Harris, 1973:89-90).

The ego states could be used as a method for analysing people's responses to communication.

Learners are made aware of the fact that when people respond from the ego state implied in the opening statement, communication tends to continue. This is opposed to the communication breakdown that occurs when a person does not reply from the ego state implied for him/her by the speaker. These are referred to as 'cross transactions' and usually lead to feelings of confusion, hurt or anger. In Transactional Analyses terms, it is said that the hazard of dealing with parent 'put downs' is that they tend to hook our 'not OK child'. The solution is not to take these remarks personally (Bennett, 1976:29, 38-39, 42). After the presentation, participants are given an opportunity to analyse the typical transactions that take place at the office.

To establish the extent to which participants developed insight, they are encouraged to share their views on how the theory could be used to benefit their relationships. Participants tend to assume that all transactions should take place between adult ego states. They are then informed that such a conclusion would be an erroneous oversimplification since there are many times when a 'parent request' is the most useful and direct way to communicate and to exact compliance.

It is further emphasized that one needs to pursue the development of the adult since a strengthened adult would enable one to manage one's behaviour and to influence others to achieve to the greatest benefit of all (Bennett, 1976:45). It is also stressed that one should aim at responding from the ego state implied. This could, however, only be done if the adult was free to examine the transaction.

The session is concluded with a role play in which personnel display the difference in communicating from the various ego states. Participants normally realise that one could choose the ego state one would like to communicate from and that particular ego states are more efficient in certain situations.

3.2.6 Adult communication

In the last session, learners are made aware of communication skills which could assist them to communicate more effectively. A discussion of the various levels of communication is conducted to assist personnel to assess on which level they generally communicate. The levels referred to include the cliché, facts, ideas, emotional and transparent levels. Participants communicate mostly on the factual or ideas level, which implies that they do not share their feelings. This is, however, needed for people to understand each other and for the forming of relationships.

These tendencies are explored further with questions such as: *Is there a difference in your level of communication at work and home?* and *What do you think the ideal level of communication is?* These discussions normally cause learners to realise that there is a link between the level of communication and the depth of the relationship.

Participants are subsequently made aware of the role empathetic responses could play in enhancing relationships. This is done by firstly requesting participants to define empathy. They normally find it difficult to differentiate between empathy and sympathy. For the purpose of establishing an unanimous understanding of what empathy entails, the following definition is used: *'Empathy is a skill to perceive accurate and sensitive inner feelings/experiences of others and to communicate understanding of these feelings/experiences in a language attuned to what the person is experiencing'* (PSWS, 2001).

After this issue had been addressed, learners are encouraged to consider the purpose of empathy and the different techniques one could implement to respond empathetically. Since employees are usually not familiar with these techniques, they are made aware of e.g. paraphrasing, open-ended questions, reflecting and "I" messages. Thereafter, they are given an opportunity to practice the techniques in small groups.

Because relationships can also be enriched by feedback, learners are then required to deliberate on the nature and purpose of feedback. In this context, feedback is basically viewed as *"...to know yourself through someone else"* (PSWS, 2001). The deliberation is followed by a presentation of the elements of feedback and the circumstances under which it should be provided. The provision of feedback is then practiced in small groups by means of role play. Feedback is said to include a "description of specific behaviour and self-disclosure" and should only be provided after it has been established that "the recipient is open for feedback and only behaviour which the person would be able to change should be brought under his/her attention. The behaviour to be addressed should be specific and only one behaviour should be dealt with at a time" (PSWS, 2001).

After completion of the programme, each participant is requested to reflect on what was learned. They are also encouraged to practice the skills at work and to support each other in this endeavour.

The CS programme is both physically and especially emotionally draining, since learners are constantly encouraged to participate and practice interpersonal skills during the presentation of the programme. This is, however, done to expose them to experiential learning so that they can become comfortable with and committed to applying the techniques within their work environment. It also encourages them to apply it in their personal lives.

Many employees, including managers, have already provided informal feedback on the effect of the programme. Most have indicated that the atmosphere at work had changed considerably after the presentation of the programme and that productivity had improved due to the fact that colleagues communicated more effectively. Anecdotal information, therefore, indicates that the programme does succeed in strengthening SAPS personnel to become productive, resilient and well-balanced individuals.

3.3 THE PROGRAMME PACKAGE

All the material that is required for the presentation of the Colleague Sensitivity programme is contained in a single programme package. The package's contents are summarised in Table 2.

TABLE 2: THE CONTENTS OF THE PROGRAMME PACKAGE

NO.	SECTION	CONTENT OF SECTION
1.	The module	The module consists of the title page, copyright, table of content, the 'need to know' theory Social Workers would require to orientate themselves regarding the content they are to present. A glossary, bibliography and acknowledgements are also included for future reference
2.	The presenter's guide	This section includes the title page, timetable, preliminary list and important matters to be discussed at the commencement of the presentation as well as the presenter's plan
3.	The presentation plan	This plan provides guidance to the Social Worker on how each part of the programme needs to be presented. It includes the questions that need to be asked, the training aids which should be used, precisely when during the presentation it should be implemented and how long it should take to present the theme
4.	The transparencies	The transparencies are numbered and indicated accordingly in the presenter's plan
5.	The handouts	The handouts are contained in a questionnaire book. It includes the questions participants must have in order to complete their answer sheets and the portraits of the 16 sub-types of the Keirsey Temperament Sorter
6.	The workbook	Every participant receives a workbook. The chronological framework of the programme is set out in the workbook. Participants complete the workbook as the programme progresses.

The content of each section will be discussed briefly.

3.3.1 Section 1: The module

The first section contains the basic background information Social Workers require to present the subject matter. Presenters are trained in the presentation of the programme and are subsequently required not only to understand the content, but to internalise it. They are encouraged to take responsibility for extending their knowledge regarding the themes covered.

3.3.2 Section 2: The presenter's guide

The presenter's guide summarises the preliminary preparation that a presenter needs to do before commencing with the presentation. It includes preparing the teaching media (photocopies) and ensuring that the presenter's file, questionnaire books and workbooks are available; preparing the venue (flip chart and ensuring the venue is accessible for physically disabled persons); checking that training aids (overhead projector, etc.) are in a working order and preparing for the administrative tasks to be done (e.g. compilation of attendance register).

3.3.3 Section 3: The presentation plan

The presentation plan helps the Social Worker to be thoroughly prepared for the presentation, since it gives an indication of how the programme should be presented. It includes the introduction, ice

breakers, setting of norms, listing of expectations, an overview of the objectives of the programme, directions regarding exercises to be implemented, anecdotes to be told and teaching media to be utilised. The plan is structured chronologically, gives an indication of how long each activity should take and ensures that the programme is completed within two workdays.

3.3.4 Section 4: The transparencies

All the transparencies that should be used in the presentation of the programme are numbered and placed in a separate section for easy access. These transparencies were developed professionally and assist the presenter in providing an overview of the programme, explaining difficult concepts and accentuating important aspects. It also provides summaries of discussion points and themes.

3.3.5 Section 5: The handouts

All the handouts are contained in one booklet. It includes the Locus of Control interpretation sheet, the Keirsey Temperament Sorter's questions and the portraits of its 16 sub-types, the Interpersonal Style Questionnaire and how it is interpreted, as well as the Thomas-Kilman Conflict Mode Instrument's questions. The booklet (handout) is returned to the presenter, thereby preventing its unsupervised usage.

3.3.6 Section 6: The workbook

Each participant receives his or her own a workbook at the commencement of the programme. It contains the ice-breaker, questionnaire answer sheets, a summary of the five conflict resolution styles, an evaluation form and spaces to make personal notes.

Social Workers who are trained in the presentation of the programme receive a complete programme package. The programme, however, is copyrighted and remains the property of SAPS Social Work Services.

4. PRINCIPLES UNDERLYING THE COLLEAGUE SENSITIVITY PROGRAMME

In order to place the contents of the Colleague Sensitivity programme in context, the theoretical principles underlying each of its main components will be considered next. In this regard, cognisance should be taken of the fact that the uniqueness of the setting had an influence on the compilation of the programme and that its theoretical base does, therefore, not necessarily reflect all the divergent views found in theory.

4.1 LOCUS OF CONTROL

In general, the dynamic environment in which organisations find themselves requires that employees should have an internal locus of control and autonomy. This is needed to maintain realistic expectations of the work environment and to cope with stress, experience job satisfaction and perform in the jobs. The construct of locus of control was developed by Rotter and is described as the extent to which individuals feel that they play a causative role in events in their lives. Individuals with an internal locus of control attribute positive/negative events to their own actions. An external

locus of control implies that positive/negative events are regarded as unrelated to own behaviour and are, therefore, beyond personal control (Els *et al.*, 2001:24).

Locus of control was based on the social learning and the attribution theories (cf. Els *et al.*, 2001:24; Olivier & Rothmann, 1999:477-479). Social learning emanated from the view that behaviour is strengthened by the expectation that specific behaviour will be followed by the strengthening of that behaviour in future. The attribution theory is concerned with the way in which the individual utilises information from the environment to provide explanations for occurrences. This makes it possible to focus on the individual's method of processing information during training to influence his/her attributes and feeling of control. Since people can be made aware of their own attributes and the influence this has on their internal or external locus of control, it is suggested that training should focus on cognitive self-insight. A group setting makes this process easier, since group members are continuously made aware of their attitudes and functions through feedback from other group members (Olivier & Rothmann, 1999:477-479).

Gardner & Beatty (1980:241) provide the following tips for the utilisation of locus of control in a counselling setting:

- make an effort to praise statements that reflect an “internal” approach to problem solving
- confront statements which imply “external” orientation or thinking and try to offer a substitute statement which promotes “internality”
- in the counselling process, arrange for the employee to list personal problems and have him/her verbalise possible solutions
- focus on the here and now in any discussion
- try to use language that focuses on acceptance of responsibility for the outcomes of one's own behaviour.

The above all indicate that it is not only the content of the programme that will exert an impact on the outcomes obtained. The manner in which the particular theme is presented and the group setting will also have a significant effect. Other factors that may have a limiting influence on the development and maintenance of internal locus of control is the organisation itself (Olivier & Rothmann, 1999:487).

Weisinger (2000:183) sees “...a work organization (as) an integrated system that depends upon the inter-relationship of the individuals who are part of it”. This view is supported by the programme because SAPS officials, in particular, need to trust and rely on each other. If they do not maintain sound relations, the consequences might be fatal for them, especially while they are on duty. The rank structure of SAPS further accentuates the need for personnel to relate appropriately with colleagues and superiors. Employees who struggle to maintain sound relations with others, especially with those in authoritarian positions, easily experience stress and often create stress for others. Therefore, it is imperative that participants take responsibility for the relationships they are part of.

People, however, tend to blame the other party for the faulty relationship. Consequently, they need to be made aware of the implications of this and how relationships could be enhanced. In the Colleague Sensitivity programme this is done with the help of the construct ‘Locus of Control’. The argument that is basically used in this regard entails the following:

You must decide where you will place the power to influence how you feel about yourself and others. You could either give the power to other people/places/things (external) or to yourself (internal). But, in order to handle the control issues in your life, it is better to emphasize an internal locus of control. This will enable you to let go of the need to control and change others and concentrate on controlling and changing yourself (cf. Messina, 2002:1).

In the programme, the next session aims at indicating to personnel to which extent they try to control and change others. It also aims at providing them with a frame of reference they could use to understand themselves and others better.

4.2 PERSONALITY TYPES

Knowledge of the different personality types is of special importance to SAPS personnel. This law enforcement system is made up of diverse role-players rendering a wide spectrum of services. The Colleague Sensitivity programme, therefore, also aims at empowering participants with information concerning human behaviour that could enable them to deal effectively with the different types of people that they encounter.

The Keirsey Temperament Sorter's point of departure is "...that people differ from each other and that no amount of getting after them is going to change them. Nor is there any reason to change them, because the differences are probably good" (Keirsey, 1998:1). In the programme, employees are, therefore, encouraged to value the differences in their personalities and also their varying opinions.

According to the Keirsey Temperament Sorter, there are two sides to personality. The one is temperament and the other character (Keirsey, 1998: 11). Temperament is the inborn form of human nature, whilst character is the emergent form that develops through the interaction of temperament and environment. The Sorter is based on two dimensions of a personality, namely word and tool usage. Word usage is further sub-divided into abstract usage (the use of symbolic messages) and signal usage (messages that point to something that could be seen). Tool usage, on the other hand, is divided into cooperative usage (i.e. that approval was obtained) and utilitarian usage (the use of the best tool for the job regardless of whether it has been approved or not). The dimensions are important since they form the four basic character types that are subsequently divided into 16 combinations (Keirsey, 1998:11, 20, 27-29). It is these sub-types that are used in the presentation to enable participants to develop insight into their own functioning and that of others.

4.3 CONFLICT

In the programme, the conceptualisation of the concept 'conflict' is based on the premise that it is "...a process that begins when one party perceives that another party has negatively affected, or is about to negatively affect, something that the first party cares about". In addition, it is viewed as a 'natural' occurrence in organisational life, but one that "...should be measured in terms of functionality, i.e. whether it manifests as functional and contributes to personal/organisational growth or whether it is dysfunctional and impedes group/individual performance" (Caudron *et al.* in Slabbert,

2002:259). Conflict is, therefore, an element of organisational life that should be managed constructively.

It is emphasized by Dana (1996:4) that unmanaged workplace conflict leads to stagnated careers, job stress, lowered productivity, lessened motivation and even termination and resignation. It also impacts negatively on relationships which aim at satisfying one's needs. In other words, whether at work or at home, every important relationship is a vehicle for delivering value to each partner. One's relationship with one's bosses holds the potential for satisfying one's needs to feel productive, to accomplish meaningful work, to produce widgets and to earn pay checks. Conflict drains the capacity of relationships to satisfy one's needs. When one experiences too much unresolved conflict, the relationship loses its ability to satisfy one. The person is left alone, isolated and unable to do on one's own what requires two to do. Since colleagues are interdependent, it could cause conflict to grow more intense (Dana, 1996:6).

The CS programme uses the Thomas Kilman Mode Instrument, the "world's leading conflict resolution assessment tool" (Slabbert, 2002:261) to assist participants to establish their behaviour in conflict situations. This Instrument uses two parameters, viz. assertiveness and co-operation, to distinguish between five distinct handling styles. These styles are avoiding, competing, collaborating, accommodating and compromising (cf. Adler, 1987:340; Maddux, 1995:68-69; Weisinger, 2000:122). The five possible styles that are measured by the questionnaire are defined in a matrix format and determined by relative scores on the two axes. The competing style is assertive and uncooperative and could be regarded as utilising personal or positional power. Accommodating is regarded as unassertive and co-operative, a style wherein the individual allows the other party to dominate. Avoiding is both unassertive and uncooperative, and is normally characterised by the individual actively avoiding any type of action. Collaborating is assertive and cooperative and represents direct attempts at conflict resolution. Compromising is intermediate in both assertiveness and cooperation and is designed to partially satisfy the needs of both parties.

The instrument is primarily used to identify an individual's dominant style of conflict management. It could, as in the case of the CS programme, also be used to help individuals to acquire style flexibility or variation in responding to situations (cf. Adler, 1987:347; Slabbert, 2002:261-262). For example:

- competing could be used when quick, decisive action is vital
- accommodating could be utilized in order to preserve harmony and to avoid disruption
- avoiding is relevant when an issue is trivial or only of passing importance
- collaboration is used in order to find integrative solutions when the concerns of both parties are too important to be compromised, and
- compromising is used in order to achieve temporary settlement of complex issues.

Existing literature provides some substantiation to the CS programme's attempt to link conflict handling styles with temperament styles. For example, Taylor (in Slabbert, 2002: 266) is of opinion that the Thomas Killman Instrument and the four functions model of Jung could be amalgamated. He correlates thinking, sensing and intuition with competing, compromising and avoiding and states that accommodation and collaboration both manifest on the feeling level.

Another dimension with regard to dealing with situations that remain to be addressed is the way in which events are interpreted.

4.4 RATIONAL EMOTIVE THEORY (RET)

SAPS is, generally, a turbulent work environment which some find stimulating and challenging. Others, however, experience the transforming organisation as a source of uncertainty. This indicates that people interpret events differently and can be attributed to the fact that one has one's own perceptual world as seen through the eyes of one's unique self-concept. Until contrary data is received, one's perception of reality is considered to be true. The truth as a person sees it, is therefore, influenced by the individual's attitude, values, beliefs and opinions (Bar-Tal, 1989:4-6; Hunt, 1992:46-47).

The RET sessions of the CS programme are based on the premises that interpretations are not always accurate (Adler, 1987:73; Hunt, 1992:48), that emotions can be controlled by thoughts (PSWS, 2001:33) and that irrational thoughts develop through consistent negative self-talk, without any evidence to validate these opinions as the truth (Adler, 1984:8-10; Moller in PSWS, 2001: 33). The A-B-C model is then used to explain that "the way in which you interpret a certain happening, rationally or irrationally, will determine whether you find emotional happiness or unhappiness" (Adler, 1987:126).

After the presentation, social workers brief participants on the process they could follow to manage their emotions. This entails:

- to analyse their thoughts
- to identify all irrational and unrealistic beliefs, thinking or ideas
- to replace these with more rational thinking, beliefs or ideas
- to identify the negative emotions which were based on the irrational thoughts
- to integrate the new thoughts with new feelings, and
- to let go of all the uncontrollable factors (Messina, 2002:1-2).

RET plays an important role in the development of resilient personnel. They are taught how to process and to use the emotions engendered by a setback experience productively (Greeff, 2002:28; Weisinger, 2000:96). Another theory that assists personnel to rise above the challenges posed by an organisation such as SAPS, with its unique culture and job requirements, is transactional analysis.

4.5 TRANSACTIONAL ANALYSIS (TA)

There seems to be agreement among various authors that transactional analysis (TA) could be used as a mechanism for improving interpersonal relationships. It can thereby create healthy, secure individuals who understand and like themselves and who are empowered to participate in positive interpersonal involvements.

In transactional analysis, a transaction is seen as the unit of social intercourse, consisting of a stimulus and a response. As a theory of personality and social interaction, TA focuses on the categorisation of all the possible transactions between two or more people into a definite number of established ego states. Ego states are systems of feelings accompanied by related sets of behaviour patterns. The

personality of a human being consists of three ego states, namely the parent, the adult and the child ego states.

The ego states are easily observed in verbal and physical actions and clues. The parent ego state incorporates the attitudes, beliefs and behaviour acquired from a parent or another authority figure. It is indicated by clues such as a furrowed brow, pursed lips and a pointing index finger (i.e. clues) and/or the use of words such as always, never, etc. The adult ego state - which can be thought of as a computer that gathers and processes data and tests reality - may be observed in the use of questioning words such as why, who, when, what, etc. and is indicated by physical clues such as continual movement of the face, eyes and body or an expressionless face. The child ego state displays all the natural feelings, needs, impulses and potentials of the infant. It can be observed in physical clues such as tears, quivering lips, pouting, temper tantrums, etc. and in verbal clues such as 'I don't care', 'I wish', 'I want', etc.

TA consists of the following three kinds of transactions:

- complimentary transactions, where there is direct link between the stimulus and response, e.g. parent to parent, adult to adult or child to child. Here communication continues
- crossed transactions take place between any of the ego states, e.g. parent and adult or parent and child. In crossed transactions the response is inappropriate, unexpected and does not follow the natural order of the stimulus. Here communication stops
- ulterior transactions involve more than two ego states simultaneously, e.g. parent and child as stimulus while the response is adult or adult and child, etc. (i.e. angular and duplex ulterior transactions). These transactions are said to have hidden agendas.

Complimentary transactions bring peace, while crossed transactions cause social difficulties. To understand TA fully, more reading on game and script analysis as well as time-structuring is advised (Molosankwe, 1987:15-16).

4.6 ADULT COMMUNICATION

Weisinger (2000:155) points out that "...relating to another person goes beyond exchanging just factual information. This exchange is an interactive process: what you disclose has an impact on the person who is listening to you, which affects how that person responds to you, and so on. Communication, thus helps establish connection. This means that the individuals involved are perfectly in sync, fully attuned and totally connected". It is, therefore, clear that there is a direct link between transactional analysis and communication.

The adult communication sessions of the Colleague Sensitivity programme are aimed at enabling learners to establish the level on which they tend to communicate and to help them to realise that their level of communication could have an impact on the depth of their relationships. This is done by means of a presentation on the nature of 'the niceties', 'factual information', 'thoughts or ideas' and 'feeling' levels of communication (cf. Adler, 1987:288-291; Weisinger, 2000:168-9, 171, 173, 179). They are encouraged to match their level to that of the other person's and to know when to move to a different level.

In the programme, the presentation on the levels of communication is followed by a discussion of empathy as one of the means of enriching relationships. However, it has subsequently been found

that a direct link can be drawn between the levels of communication and feedback and that the programme's sequence should be revised. Tucker-Ladd (2000a:1), for instance, points out that "...self disclosure is openly and discreetly revealing to your friend what you are thinking and feeling right now, often how you are responding to his/her actions. Thus, much of your self-disclosure consists of giving feedback to the other person. Because you value the relationship, you are naturally concerned about the effect your disclosures will have on your friend and on your relationship, but his/her feedback to you is vital for your growth and your feedback is vital to your friend".

The literature also includes some of the general rules for giving feedback that are reflected on in the programme. They include the following.

- Feedback should be non-threatening. So, describe the friend's behaviour, not his/her personality or motives
- Focus on the specific situation here and now. Don't make broad generalizations or focus on the past
- Do not give feedback if it isn't requested, can't be accepted, isn't usable and isn't likely to result in the person feeling better about him/herself and about you (Tucker-Ladd, 2000:1).

The third adult communication skill the programme deals with is empathy. It is defined as *"the ability to project oneself into another person's point of view so as momentarily to think the same thoughts and feel the same emotions as the other person"* (Adler, 1987:95). Participants are made aware of techniques one could implement to become more empathetic. "I" statements are one of these. It consists of "a description of how you feel and an indication of the conditions under which you feel that way" (Tucker-Ladd, 2000b:1).

The programme's aim to provide personnel with skills necessary to maintain *sensitive* interpersonal relations is, therefore, achieved by teaching participants how to manage their responses within relationships. This correlates with Greeff's (2002:27) view that "Today, employees need a very specific mindset to adapt to the demands of the work place. Job specific skills have to be complemented by emotional intelligence, a healthy lifestyle and soul connection. In short, employees have to be resilient". Resilience is defined as wellness as opposed to the general view of it being a process of healing. Greeff (2002:27) is of the opinion that it presupposes happiness, fulfilment and personal success. She considers it to be a choice and explains her view point by saying that organisations need employees who are much more than mere survivors. They need employees who soar above the mundane and average. They need balanced, happy individuals with a whole set of critical attributes, attitudes and skills which go way beyond basic job related skills. According to her, these special attributes are trainable (Greeff, 2002:28).

In order to ascertain the extent to which the current programme empowers learners to respond with the necessary sensitivity, a model for the operationalization of sensitivity in the counselling sitting was used as a criterion (Roets, 2001:203-7). In it, sensitivity is defined as *"...the capacity to become attuned, to perceive and react appropriately to subtle shadings of change in the behaviour, emotions and attitude of the self and other people. It is the ability to conceptualise and comprehend others correctly"* (Roets, 2001:207). For the purpose of the model, sensitivity was divided into four main components. The first referred to the criteria that needed to be adhered to in order to be sensitive, the second focused on the requirements for accurate perception, the third reflected on required techniques and the fourth on the person's competencies. Their content is summarised in Table 3.

TABLE 3: THE COUNSELLOR SENSITIVITY MODEL

COMPONENT	CRITERIA
Sensitivity	• ability to accept and prize the total being of another person • to show empathy
Perception	• ability to make snap judgements of a person • ability to objectively observe a person • ability to understand other people's intentions within the context of their behaviour • ability to understand the reasons for behaviour • ability to predict behaviour • ability to perceive yourself accurately • ability to understand non-verbal communication • ability to change faulty interpretations
Techniques	• ability to consider the right technique
Competencies	• person perception • adequate interpersonal communication • ability to make sound and unbiased hypothesis • interviewing skills • the creation of a therapeutic climate • the use of external frame of reference • ability to do therapy.

As far as the Colleague Sensitivity programme's content is concerned, it was clear that it covers most of the set criteria, especially those in the first and second components (cf. Table 3). This is satisfactory since the aim of the programme is not to train participants to become counsellors, but rather to enhance their interpersonal skills to such an extent that it would enable them to build sustaining relationships.

5. PRINCIPLES UNDERLYING THE PRESENTATION OF THE PROGRAMME

As mentioned previously, the effectiveness of a personnel capacity building programme does not only depend on the programme itself, but also on the competence of the presenter. It requires the presenter to be knowledgeable of the subject matter and able to present it skilfully as part of an effective learning process. The other factors that influence the success of this endeavour, include the presentation context and the relevance of the programme content. The principles underlying some of these requirements will be discussed briefly.

5.1 THE PRESENTER/FACILITATOR

The primary role of the programme presenter is to guide each participant through the process of learning and to facilitate the internalisation of (new) knowledge, attitudes and behaviour. A facilitator could be defined as a person who makes it easier for a group to function in order to achieve its aim, or stated differently, one who empowers "...people to take control of and responsibility for their own efforts and achievements" (PSWS, 2003/4:4-28). This is done by guiding the group through a predetermined, structured process of working and using experiential training techniques to promote learning so that the individuals in the group can grow during the process of attempting to achieve the group's aim.

The facilitator has four primary tasks. They are:

- observation - A facilitator looks at and listens to what takes place in the group
- recording - The facilitator mentally or visually records, analyses and interprets what he/she has seen or heard
- feedback - The mentioned information is then fed back to the group at the appropriate time and by means of the most appropriate method so that the group members may be aware of their present functioning
- guidance - The facilitator uses various techniques, skills and interventions to guide the group through a predetermined structured process, so that it may achieve, as easily as possible, the aim for which it was created.

The presenter ultimately operationalizes the programme by adhering to the following adult learning principles:

- people learn best if they are highly motivated to learn
- people learn best when they can devote most of their energy to the learning
- people learn best when the learning is successful and rewarding
- people learn best when they are actively involved in the learning process
- people learn best if the content is meaningfully presented (PSWS, 2003/4:4-6).

Because the Colleague Sensitivity programme is presented in a workshop format, the presenter/facilitator's successful management of group dynamics plays an important part in its ultimate success. Group dynamics consist of two crucial, distinct, but interrelated dimensions, namely, group process and content. Content refers more to what is discussed, rather than how it is discussed. In groups, process reflects on how the group unfolds and includes facets such as the patterns of communication in the group, power and status relationships between individuals, the atmosphere of the group, the level of cohesion and peer pressure in the group and the values and norms of the group (PSWS, 2003/4:4-27).

5.2 THE LEARNING PROCESS

The Colleague Sensitivity Programme basically adheres to principles contained in the model of the four-stage learning cycle (Osland & Kolb, 2001:42). This process, also known as Kolb's learning cycle (Hardingham, 1998:148-149), consists of the following stages or phases:

- concrete experience is followed by
- observation and reflection, which lead to
- the formation of abstract concepts and generalisations, which lead to
- hypotheses to be tested in future actions, which in turn lead to new experiences.

In order to be effective, the process must enable participants to create, acquire and transfer knowledge and to reflect on the new knowledge and insights they have gained (Osland & Kolb, 2001:43). The manner in which it is operationalised in the CS programme could be explained by considering the trainer's role in each phase:

- in the first phase, the trainer's primary role is that of structurer. The trainer presents the objective of the activity and clarifies norms and time limits. Information should be presented in a way that is meaningful to the participants and that will stimulate their interest (for example, with visual aids and by asking questions)

- in the second phase, participants analyse the experience and the trainer's role is to help the participant reflect on what happened to ascertain what the experience meant. This is when participants share their ideas and reactions
- phase 3 focuses on what lessons could be learnt and the trainer's role is to guide the participant to reflect on the implications of the experience. Although the trainer needs to be a credible source of information, he/she need not provide all the answers, since participants will probably internalise the lessons better if they find the answers themselves
- in order for the participant to feel that the training is significant, the new learning must relate to his/her own life situation. During phase 4, the participant, therefore, makes the connection between the training setting and the real world. This link can be strengthened through practice.

The programme allows participants to experience the effect of each theme, whether it is by means of an activity, the completion of a questionnaire or group discussion. This is then clarified and summarised in a presentation. Through participation in the whole process, participants are equipped to implement the learning in their daily lives.

5.3 THE LEARNING CONTEXT

The concrete context in which a programme is presented could also have a positive or negative impact on its effectiveness. The context includes the quality of the learning material and teaching media (transparencies and handouts), the suitability of the venue and the relevance of the themes addressed by the programme.

The mere fact that a programme has been developed and presented does not necessarily make it a relevant intervention instrument. It is, therefore, important to take cognisance of a recent review of research into interpersonal skills training conducted by an Oxford psychologist, Michael Argyle (Hardingham, 1998:135). He cited various pieces of research that showed that the training of managers, supervisors and other staff significantly increased productivity and sales for companies, raised job satisfaction and reduced absenteeism. It is, however, still an unanswered question whether the Colleague Sensitivity Personnel Capacity Building programme had the same effect on SAPS personnel. This issue will be addressed in the next article.

6. CONCLUSION

As was the case with personnel capacity building programmes in general, the Colleague Sensitivity programme was developed to fulfil unmet needs in the SAPS and to correct certain deficiencies in its Social Work Services. Its ultimate goal was to empower SAPS personnel with the knowledge, attitudes and skills to deal effectively in the myriad of different interpersonal relations they encounter especially in their work settings.

From an analysis of its content and presentation guidelines, it became clear that the programme was well conceived and that it complied with most of the principles contained in available theory. It, therefore, possesses the innate potential to contribute significantly to the improvement of SAPS personnel's productivity, interpersonal relationship skills and ability to render a professional service to the diverse communities of South Africa.

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ARTICLE 2

Kleingeld, C & Weyers, M L

THE EVALUATION OF THE “COLLEAGUE SENSITIVITY” PERSONNEL CAPACITY BUILDING PROGRAMME OF THE SOUTH AFRICAN POLICE SERVICE

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ABSTRACT

Background: Due to the restructuring of the South African Police Service in 1996, as well as other factors, Police Social Work Services decided to broaden the scope of its services to include proactive, capacity building interventions. This resulted in the development of 15 personnel capacity building programmes by 1999. A need arose for a comprehensive impact assessment of these programmes and the Evaluation of Personnel Capacity building Programmes (EPCBP) study was subsequently launched in 2001. The evaluation of the Colleague Sensitivity Capacity Building Programme formed part of this research.

Aim: The primary aim of the study was to determine the effect of the Colleague Sensitivity Programme on SAPS personnel's knowledge, attitude and behaviour.

Method: In the research, a comparison group pretest and posttest design and triangulation were used. Six measurement scales and a presenter's evaluation questionnaire were developed and administered. The research involved 224 experimental group respondents, 50 comparison group members and 11 presenters.

Results: The programme had a significant effect on the respondents' behaviour and changed their personal and professional lives in a very positive manner.

1. INTRODUCTION

The need for personnel capacity building programmes in the South African Police Service ('SAPS') could be attributed mainly to two factors. The first was the SAPS policy documents and reports that emphasised the importance of the empowerment of personnel to render an effective service within the context of a changing organisation and community. The second was the high incidence of social problems among personnel that could no longer be dealt with in a cost-effective way with the available social work manpower. An alternative would have to be found for the therapy centred service delivery paradigm that had up until then been prevalent. As a result, various personnel capacity building programmes were developed and implemented by the Police Social Work Services (PSWS) from 1999 to 2001. The Colleague Sensitivity programme was one of these programmes.

In 2001 it was decided to embark on the Evaluation of Personnel Capacity Building Programmes (EPCBP) research project. The results that were achieved with the evaluation of the Colleague Sensitivity programme will receive attention in this article. But, in order for these results to be placed in perspective, the background and development of the programme, the programme's most significant attributes and the research procedure which was followed to measure its effect will be discussed first.

2. BACKGROUND AND DEVELOPMENT OF THE PROGRAMME

The restructuring of the South African Police in 1996 and the consequent policy changes contributed to the contracting of an external research consultant, Ask Africa, to conduct an extensive study into the services required from Police Social Work Services (Stutterheim & Moruane, 2002:172). In 1997, Ask Africa assessed employees' views on what Social Work related services they expected and compared them with Police Social Workers' perception of personnel needs. The final report, which was submitted in 1998, indicated a need for both re-active (therapeutic) and pro-active (capacity building) Social Work services (Ask Africa, 1998).

Regarding the pro-active capacity building programmes, various priority areas were identified. These included stress, substance dependency, financial difficulties and personnel conflict/teamwork (Ask Africa, 1998:28). The relevance of these areas was confirmed by statistics kept by the Police Social Work Services (PSWS, 2000). It was, therefore, decided at a PSWS national conference held in September 1999 that the priority areas should be addressed by the development and widespread implementation of personnel capacity building programmes (Stutterheim & Moruane, 2002:172).

For the development of the programmes, various project teams were established. These teams consisted of representatives/SAPS Social Workers from each province. The teams were tasked to develop and standardize six comprehensive capacity building programmes. These were respectively titled "Colleague Sensitivity", "Substance Dependency", "Be Money Wise", "Life Skills", "Managing Stress Effectively" and "HIV/AIDS Awareness".

In 2001 it was decided to undertake a comprehensive research project to determine the effect of the programmes on all SAPS employees. This included staff appointed in terms of the South African Police Service Act (Act No 68 of 1995) and those appointed under the Public Service Act (Act No 103 of 1994). The latter encompassed personnel rendering administrative, financial, logistical and other support services.

The aim of the evaluation of the Colleague Sensitivity programme was to determine the effect it had on the personnel's interpersonal relations related knowledge, attitudes and behaviour. Before the research design and procedure that was used can be explained, it is necessary to provide a brief overview of the programme's content and presentation.

3. NATURE OF THE COLLEAGUE SENSITIVITY PROGRAMME

The Colleague Sensitivity programme had to comply with the requirements of the occupational social work setting in which it would be used and with the strength-focused approach that was adopted by Police Social Work Services. In this context, a personnel capacity programme was defined as a structured intervention mechanism that is implemented to empower employees with the knowledge, attitude and behaviour required to become resilient (Rooth: 2000: 34; Stutterheim & Weyers, 2002:10; Thompson, 2002:xvii). In SAPS, resilience is viewed 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). It was, therefore, crucial to determine whether the Colleague Sensitivity programme did indeed enhance SAPS personnel’s resilience.

The Colleague Sensitivity programme covers the following themes:

- locus of control
- personality types
- conflict
- Rational Emotive Theory (RET)
- Transactional Analysis (TA) and
- adult communication.

Due to the nature of the programme, only SAPS social workers specially trained in its presentation and preferably also in the use of the Keirsey Temperament Sorter may facilitate the process. Presenters are provided with a complete training package that includes the learning material, handouts and a presenter’s guide (PSWS, 2001). The presentation is conducted in the form of a two day workshop and is ideally presented to units with no more than 15-20 people at a time. The themes, the way they are presented and the teaching media are summarized in Table 1.

TABLE 1: THE THEMES AND PRESENTATION OF THE COLLEAGUE SENSITIVITY PROGRAMME

THEMES	PROCEDURE AND TEACHING MEDIA
1. Locus of control	
1.1 Philosophy of Colleague Sensitivity	• Group discussion: Factors influencing motivation
1.2 Internal & external locus of control	• Individual activity: Completion of questionnaire • Presentation (transparency) followed by a group discussion: Are you willing to take responsibility for the factors influencing your motivation?
1.3 Behaviour in competitive situations	• Group discussion: Difference between people with an internal and external locus of control
1.3 How to change an external locus of control	• Group discussion and a presentation (transparency)
1.4 Conclusion	• Group discussion: Results of the questionnaire and it’s implications
2. Personality types	
2.1 Keirsey Temperament Sorter	• Individual activity: The Keirsey Temperament Sorter is completed and a summary of the group’s types is displayed on a flip chart. Presentation (transparencies) • Group activity: Employees with the same temperament present their portraits (handout) to their colleagues
2.2 My Interpersonal Style Questionnaire	• Individual activity: The Interpersonal Style Questionnaire is completed and interpreted
2.3 Conclusion	
3. Conflict handling styles	
3.1 Definition	• Group discussion: What is conflict? (Transparency)
3.2 Conflict resolution styles	• Individual activity: Completion of a questionnaire, followed by a presentation (transparency)
3.3 Effective ways of dealing with conflict	• Group discussion with the aid of a flip chart

3.4 Conclusion	Group discussion: Draw a comparison between temperament type and conflict handling style
4. Rational Emotive Theory	
4.1 The individual as rational being	- Group discussion: What influence do thoughts have on emotions - Presentation concerning RET (Transparency)
4.2 Perceptions	- Group discussion: People see things differently (diagram) - Group activity: The effects of labelling
4.3 Conclusion	
5. Transactional analysis	
5.1 Define the purpose of TA	- Presentation regarding the 3 ego states (transparencies) - Group discussion: Which ego state does the manager use to communicate? What is your reaction/response? In which ego state do you communicate with your colleagues? - Small group discussion: How to stay in the adult ego state - Small group activity: Role play
6. Adult communication skills	
6.1 Levels of communication	- Presentation (transparency) - Group discussion: On which level are you communicating? - Does your level of communication with colleagues differ from that within your personal relations? - What do you think the ideal level of communication is?
6.2 Empathy	- Group discussion: Definition, purpose and different techniques for responding empathetically - Small group activity: Role play
6.3 Feedback	- Group discussion: Defining, purpose and elements of feedback - Small group activity: Role play
6.4 Conclusion	

The presentation commences with an overview of the nature and objectives of the programme. This is followed by an ice breaker which sets the stage for the discussion of the themes. The time available for the presentation allows for an introduction of the various concepts. This is augmented with group discussions and practical exercises in order to empower participants with the insight and skills necessary for the maintenance of sensitive interpersonal relationships at work and in their personal lives.

4. RESEARCH DESIGN AND PROCEDURE

The study was conducted nationally. It covered all ten SAPS provinces (Head Office is managed as a separate province) and included personnel from all ranks/posts, races and genders.

4.1 OBJECTIVES

The aims of the study were to:

- measure the *effect* that the Colleague Sensitivity Capacity Building Programme had on SAPS employee's knowledge, attitude and behaviour (KAB)
- determine the *influence* that the *quality of the presentation* of the programme had on its effect and
- formulate guidelines for the *improvement* of the programme and its presentation.

4.2 RESEARCH DESIGN

During the empirical phase of the research, a comparison group pretest – posttest design was used. This type of quasi-experimental design differs from the classic experimental design in only one significant way. The comparison group is not selected randomly and can, therefore, not be viewed as fully representative of the experimental group (De Vos & Fouche, 1998:132; Gravetter & Forzano, 2003: 463). Since the study focused on measuring the *effect* of programmes, it can further be categorised as an outcome or impact analysis (cf. Barker, 1995:180; Compton & Galaway, 1999:456; WPDCE, 1999:36).

4.3 PROCEDURE

For research purposes, the existing Colleague Sensitivity programme was accepted as a given. It was, therefore, possible to start almost immediately with the empirical verification of the programme. This process consisted of the following four steps.

□ *Step 1: Literature study*

The first step in the research process was to undertake an extensive literature study. Its main purpose was to obtain information regarding the theory on which the programme was based and to assist with the design of the measuring instruments. The study covered topics such as locus of control, personality types, conflict, rational emotive theory, labelling, transactional analysis and adult communication. It also focused on the design, presentation and evaluation of programmes and covered issues such as the nature, attributes and requirements of capacity building programmes and the nature of effect and outcome analysis. National and international resources from various disciplines, as well as SAPS documents, were consulted.

□ *Step 2: Design and testing of the measuring instruments*

The second step in the process entailed the development and testing of the six questionnaires that would be used in the study. The first four were the pretest and posttest questionnaires to be completed by the experimental and comparison groups respectively. The design of these questionnaires was based on the programme content and the literature study. Their aim was to measure changes in respondents' knowledge, attitude and behaviour (KAB) and they will be referred to as the 'KAB questionnaires.'

Since it was necessary to link a respondents' pre and posttest questionnaires, provision was made for each respondent to generate a secret code. This also ensured confidentiality.

In order to enhance the reliability and validity of the KAB questionnaires, a peer-group review and four pilot studies were utilized.

- The peer-group review focused on the face validity (McBurney, 2001:128) of the questionnaires and consisted of the following three phases:
 - a draft of the questionnaires was presented to the social workers who originally compiled the Colleague Sensitivity programme. Their feedback was used to revise the questions

- the second draft was presented to three appointees at Social Work Services who were not familiar with the content of the programme. Their responses and recommendations were used to further refine the questions
- the third draft was submitted to social work educators. Their feedback indicated that there were still individual questions which required some technical changes in order for the respondents to be able to understand what was required from them.
- The four pilot studies were conducted to increase the content validity (Creswell, 2003:157-8; Jackson, 2003:44-5) of the questionnaires. It entailed the consecutive administration of the questionnaires to the following groups who attended Colleague Sensitivity programme presentations:
 - 33 personnel from 26 to 27 June 2002
 - 21 personnel from 18 to 19 November 2002
 - 14 personnel from 4 to 5 December 2002
 - 7 personnel from 14 to 15 January 2003.
- After each presentation, the data were statistically analysed and used to revise the questions before the next presentation. After the third test, it was concluded that the questionnaire possessed sufficient validity and reliability.

The other two questionnaires that were utilised in the research were designed and tested by the EPCBP research team. They were a presentation evaluation and a presenter's evaluation questionnaire. By using the Cronbach's alpha coefficient (Gravetter & Forzano, 2003:391; Jackson, 2003:42-3) during piloting, it was ascertained that the instruments had a high reliability factor.

❑ *Step 3: Measuring the effect of the Colleague Sensitivity Capacity Building Programme*

The main empirical study commenced once the questionnaires had been finally adjusted in February 2003. It entailed the identification and mobilization of the various experimental and comparison groups. The experimental groups completed the KAB questionnaires directly before and after the presentation of the programme (the independent variable) and, at the same time, the comparison groups completed their questionnaires. The experimental group was also required to complete the presentation evaluation questionnaire and the presenters were given the opportunity to complete the presenter's evaluation questionnaire.

❑ *Step 4: Data analysis and interpretation*

The final step in the verification of the programme consisted of the analysis and interpretation of the data generated from the study.

4.4 SAMPLING

The overall EPCBP research project involved a total of 4 303 participants. It consisted of the 3 437 respondents that formed part of the experimental groups, the 720 personnel of the comparison groups and the 146 Social Workers who conducted presentations. Together they represented 3,25% of the total workforce of SAPS (132482) at that time. This is more than the minimum sample of 1% to 2% normally required of studies of this nature (Stoker in Strydom & De Vos, 1998:192-193).

In the measurement of the effect of the Colleague Sensitivity programme, the experimental group consisted of 224 respondents and the comparison group of 50 employees (cf. Tables 2 - 4). In both instances sampling was based on availability (Strydom, 1999:55,69; Zechmeister & Posavac, 2003:11). In the case of the experimental group, all personnel throughout South Africa who attended Colleague Sensitivity programme presentations from 3 February 2003 until 28 May 2003 were included. With regard to the comparison groups, provinces were requested to administer pretest and posttest questionnaires to these groups at the same time that experimental groups attended presentations. To make the comparison group as representative of the national profile of SAPS personnel as possible, provinces were provided with a guideline for the composition of these groups. The provinces did not, however, always fully succeed in meeting the set criteria.

In order to make the experimental and comparison groups as representative of the total SAPS population as possible, four main criteria were used. They were rank/post, race, gender and province. By using province as a criterion, it was possible to ensure that attributes such as language distribution, geographical location (deep rural, semi-rural, rural and urban), historical background and different sections of the organisation would also be included.

The following factors were taken into consideration when rank/posts were used as a criterion. SAPS employees consists of personnel appointed in terms of both the South African Police Service Act (Act No 68 of 1995) and the Public Service Act (Act No 103 of 1994). The post structure for personnel employed in terms of the Police Service Act makes provision for ten ranks ranging from constable to national commissioner. The ranks of constable, sergeant and inspector represent non-commissioned officers and the ranks of captain up to the national commissioner refer to officers. For the purposes of the research, the ranks of the non-commissioned officers were dealt with separately, as they have distinctive training needs. The ranks of the officers were clustered into one category, since they form part of the managerial cadre.

The personnel appointed in terms of the Public Service Act can be divided into 40 different posts. These include secretaries, registration clerks, data typists, administration clerks, typists, cleaners and personnel practitioners. For the purpose of this study, the posts were combined into one category.

In the evaluation of the Colleague Sensitivity programme, the experimental and comparison groups consisted of 224 and 49 employees respectively. The composition of these groups in terms of rank/post is displayed in Table 2.

TABLE 2: DISTRIBUTION OF EXPERIMENTAL AND COMPARISON GROUP IN TERMS OF RANK/POST

GROUP	CONSTABLE	SERGEANT	INSPECTOR	OFFICER	PUBLIC SERVICE ACT	UNDETERMINED*	TOTAL (n)
Experimental group	22 9.82%	31 13.84%	88 39.29%	18 8.03%	64 28.61%	1 0.45%	224 100.04%
Comparison group	1 2.04%	4 8.16%	30 61.22%	6 12.24%	5 10.20%	3 6.12%	49 99.98%
Total SAPS population	13936 10.52%	17478 13.19%	56671 42.78%	15008 11.33%	29472 22.24%	85 0.06%	132482 99.88%

* "Undetermined": Not specified

The composition of the experimental group was generally in line with that of the total population. The only deviation worth mentioning is in terms of the Public Act Personnel who were 6.61% under-represented. In the case of the comparison group, the constables were under-represented by 8.48% and the sergeants by 5.03%. In contrast, inspectors were over-represented by 18.44%. When these ranks are clustered as non-commissioned officers, they are only 4.93% over-represented, which is an insignificant deviation. The 11.8% under-representation of the Public Service Act personnel in the comparison group were regarded as a noticeable deviation. From the analysis of the data, it did not seem as though the deviations had any marked negative effect on the outcome of the research.

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

TABLE 3: DISTRIBUTION OF EXPERIMENTAL AND COMPARISON GROUP IN TERMS OF RACE AND GENDER

GROUPS	AFRICAN MALE	AFRICAN FEMALE	COLOURED MALE	COLOURED FEMALE	WHITE MALE	WHITE FEMALE	ASIAN MALE	ASIAN FEMALE	TOTAL (N)
Experimental group	79 35.27%	45 20.09%	26 11.61%	17 7.59%	22 9.82%	34 15.18%	0 0%	1 0.45%	224 100%
Comparison group	17 36.17%	4 8.51%	8 17.02%	0 0%	8 17.02%	9 19.15%	0 0%	1 2.13%	47 100%
Total SAPS Population	63466 47.91%	17150 12.95%	9006 6.80%	4392 3.32%	20429 15.42%	12753 9.63%	3516 2.65%	1343 1.01%	132482 100%

Black males were 12.64% under-represented and black females 7.14% over-represented in the experimental group. This constitutes a notable under-representivity of 5.5% blacks in the experimental group. The coloured and Asian race groups were well represented in the experimental group. The white males were 5.6% under-represented and the females 5.55% over-represented. In total, the whites were, therefore, also well represented in the experimental group.

Black males were 11.74% and black females 4.44% under-represented in the comparison group. In total there was an under-representivity of 16.18%. The coloured males were 10.22% over-represented and the females 3.32% under-represented. This constitutes a 6.9% over-representivity in the comparison group. The white males were 1.6% and the females 9.52% over-represented. In total there was an 11.12% over-representation. The Asians were well represented.

The distribution of race and gender compared favourably with that of the entire SAPS population. However it seems that blacks were 21.68% under-represented in both the experimental and comparison groups. The coloureds were 69% and whites were 11.12% over-represented in the comparison group.

The possibility that this may have had an affect on the outcome of the research was investigated. From an analysis of the statistics it was found that the programme did not discriminate between gender and race groups and that it could, therefore, be presented to all SAPS personnel.

The final criterion that was used to determine the representivity of the experimental and comparison groups was the provinces from which the participants originated. The results, together with the total number of presenters, are portrayed in Table 4.

TABLE 4: DISTRIBUTION OF EXPERIMENTAL AND COMPARISON GROUPS IN TERMS OF PROVINCES

PROVINCE	SAPS POPULATION	%	NUMBER OF RESPONDENTS IN EXPERIMENTAL GROUP	%	NUMBER OF RESPONDENTS IN COMPARISON GROUP	%	NUMBER OF PRESENTERS	%
Gauteng	26 575	22.67	26	11.66	4	8.00	1	9.00
Western Cape	11 743	10.02	16	7.17	5	10.00	1	9.00
Eastern Cape	15 747	13.34	29	13.00	5	10.00	1	9.00
Northern Cape	3 257	2.78	30	13.45	5	10.00	1	9.00
Kwazulu- Natal	19 288	16.45	20	8.97	8	16.00	2	18.00
Freestate	9 501	8.11	29	13.00	5	10.00	1	9.00
North West	9 046	7.72	33	14.80	4	8.00	2	18.00
Limpopo	8 937	7.62	14	6.28	4	8.00	1	0
Mpumalanga	6 118	5.22	10	4.48	5	10.00	1	9.00
Head Office	7 010	5.98	16	7.17	5	10.00	1	9.00
TOTAL	117 222	100.00	223	100.00	50	100.00	12	100.00

The experimental group was under-represented in Gauteng (11.01%) and Kwazulu-Natal (7.48%) and over-represented in the Northern Cape (10.67%) and North West Province (7.08%). The comparison group was under-represented in Gauteng (14.67%) and 7.22% over-represented in the Northern Cape. Both the experimental and comparison groups were, therefore, 25.68% under-represented in Gauteng and 17.89% over-represented in the Northern Cape. In spite of these (mostly small) deficiencies, it was concluded that the research groups were sufficiently representative of the whole SAPS population.

4.5 DATA COLLECTION INSTRUMENTS

Due to the uniqueness of the CS programme, it was not possible to use standardised questionnaires. Consequently, new measuring instruments had to be designed. Although pilot studies were used in an attempt to standardise these questionnaires, this proved to be a difficult process and not successful in all respects. It was found during data analysis that some scales and sub-scales were formulated in such a way that they could not measure change effectively. In these cases it was not possible to prove that change actually took place or not (Elmes *et al.*, 2003:59-60, 144-5; Zechmeister & Posavac, 2003:194-7). In order to bridge such shortcomings, triangulation was used.

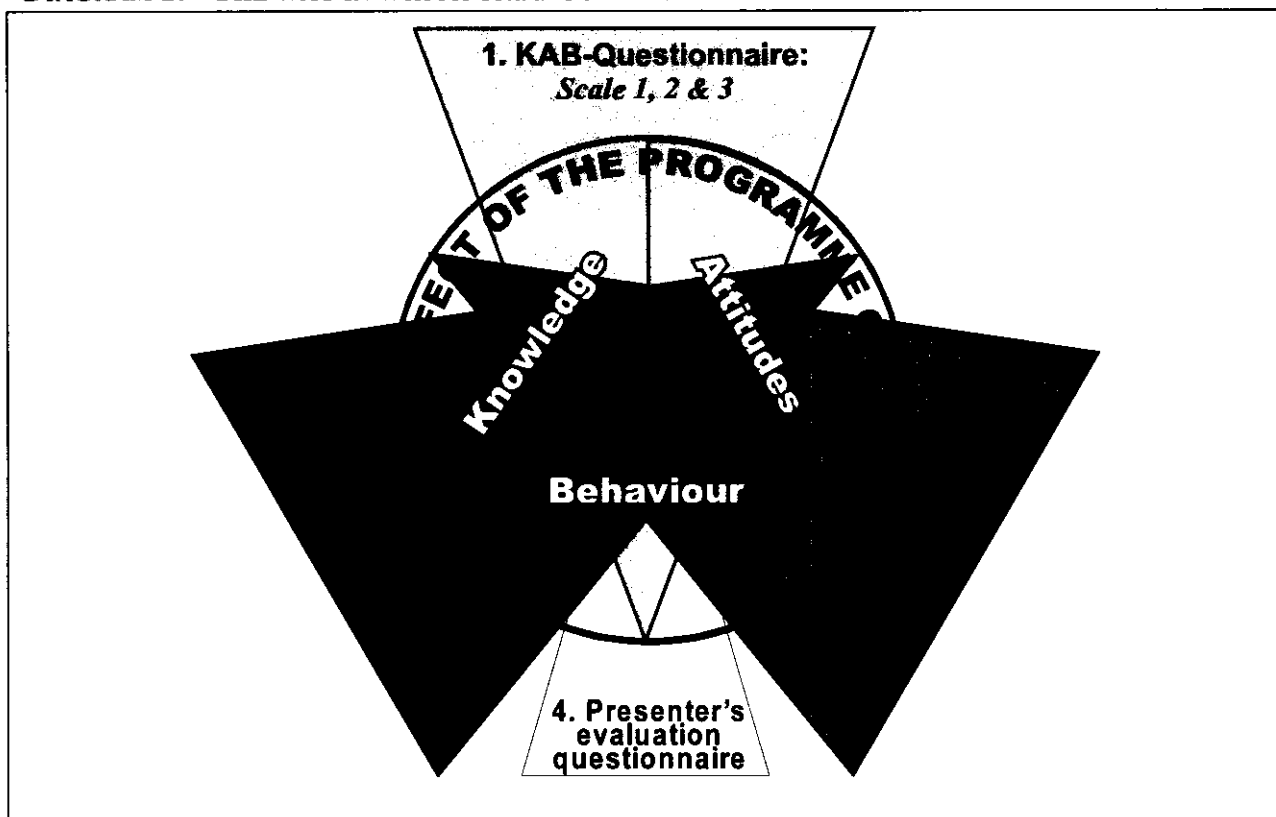
For the purpose of this study, the following definition of triangulation that was formulated by Hilton (2003) was used as point of departure: "Triangulation in research refers to the combination of two or more theories, data sources, methods, or investigators in one study of a single phenomenon to converge on a single construct." In this context, the intra-method (Sarantakos, 1998:168) or within-method (Bryman, 2003) of triangulation was utilized. In other words, a combination of instruments

was used to measure the same phenomenon (programme effect) and to link the results (Mark, 1996:220; Patton, 2002:556,559-560). The aim was to "...capture a more complete, holistic and contextual portrayal and reveal the varied dimensions of a given phenomenon" (Hilton, 2003) and to test the consistency of the measurements (Patton, 2002:248).

In the study, the primary measuring instruments that were used on the intra-method basis were the KAB questionnaires. They included three primary scales (completed by both the experimental and comparison groups), an evaluation of value scale (completed by the experimental group) and a programme significance scale (formed part of the presentation evaluation questionnaire that was only completed by the experimental groups). The fourth questionnaire, namely the presenters' evaluation questionnaire, was viewed as a secondary measurement instrument as it could not be subjected to the same high level of statistical analysis as the others.

The way in which the different measuring instruments and scales are linked to each other within the context of the triangulation of measurements, is depicted in Diagram 1.

DIAGRAM 1: THE WAY IN WHICH TRIANGULATION WAS UTILIZED IN THE STUDY



The nature and content of the data collection instruments will be reviewed next.

4.5.1 The KAB questionnaire

Although so-called 'KAB' or 'KAP' (Knowledge, Attitudes and Behaviour and/or Practices) analysis has been used in various fields such as health, economy and social development for a considerable time (Berger *et al.*, 1994; Donati *et al.*, 2000; Mitchell & Kaufman, 2002; Weinreich, 1999; WPDCE, 1999), it has not often been implemented in social work. These types of studies are based on the principle that human functioning could be divided into three dimensions: the cognitive (thought), affective (emotional) and conative (behavioural) (Thompson, 2002:xvii). In KAB studies, the three

dimensions are considered to relate, but not necessarily in a linear way. This conclusion is based on various studies indicating that change in one dimension does not necessarily lead to change in another (e.g. an increase in knowledge does not necessarily change attitude) or that the accomplishment of change in one dimension (e.g. attitude) is not always a pre-requisite for change in another (e.g. behaviour) (cf. Akade, 2001:248-251; Elkind, 1993:171; McCann & Sharkey, 1998:268-9).

The KAB questionnaires were based on the programme content and the literature study and consisted of three parts. Part 1 measured respondents' knowledge on the themes addressed in the programme before and after the presentation. Part 2 focused on respondents' attitudes regarding the themes before and after the intervention and part 3 targeted respondents' present and intended behaviour. The nature of the questionnaire is summarized in Table 5.

TABLE 5: COMPOSITION OF THE KAB-QUESTIONNAIRE

DIMENSION	SCALE	FACETS THAT WERE MEASURED
Knowledge	Scale 1	Knowledge of locus of control, conflict, rational emotive therapy, transactional analysis and adult communication
Attitude	Scale 2	Attitude regarding locus of control, conflict, rational emotive therapy, transactional analysis and adult communication
Behaviour	Sub-scale 3.1	Behaviour in terms of locus of control
	Sub-scale 3.2	Behaviour in terms of conflict
	Sub-scale 3.3	Behaviour in terms of rational emotive therapy
	Sub-scale 3.4	Behaviour in terms of transactional analysis
	Sub-scale 3.5	Behaviour in terms of adult communication

By using closed questions (eg. "true/false/uncertain") and Likert-type scales (eg. "strongly disagree/disagree/agree/strongly agree") (Jackson, 2003:61), it was possible to determine what respondents' current (in the case of pretests) and new (in the case of posttest) knowledge, attitudes and behaviour were. The effect that the programme (intervention/independent variable) had on the experimental group was determined by administering the questionnaires to the group directly before and after the presentation of the programme. The comparison group completed the pre and posttest questionnaires during the same period. This made it possible to discount any environmental influences when determining the effect of the programme (intervention/independent variable) on the experimental groups.

For triangulation purposes, provision was made for participants to evaluate the value of the overall programme as well as the individual themes. This section was included in the posttest questionnaire administered to the experimental group. In the interpretation of the data, it will be referred to as 'Scale 4: The value of the programme.'

4.5.2 The presentation evaluation questionnaire

A presentation evaluation questionnaire was developed by the members of the EPCBP research project. It was based on a literature study as well as an analysis of existing measurement instruments. The questionnaire was tested and standardised during the piloting phase of the research. It consisted of 31 questions that were divided into six sections (See Table 6).

TABLE 6: COMPILATION OF THE PRESENTATION EVALUATION QUESTIONNAIRE

SECTIONS	FACETS COVERED	QUESTIONS
Section 1	Evaluation of the presenter	Question 1 to 5
Section 2	Evaluation of the presenter's presentation skills	Question 6 to 10
Section 3	Evaluation of the learning process	Question 11 to 17
Section 4	Evaluation of the presentation context	Question 18 to 21
Section 5	Evaluation of the relevance/value of the programme	Question 22 to 27
Section 6	General (<i>Length of the programme, pace of the presentation, the balance between the time spent on the presentation and group involvement, which language was used most in the presentation</i>)	Question 28 to 31

The specific questionnaire was completed by the experimental group directly after the presentation. Section 5, which focused on the relevance of the programme, formed part of the triangulation of measurements. It will be referred to as 'Scale 5: Relevance of the programme' (cf. Table 17).

The aim of Sections 1 to 4, together with Section 6, was to determine to which extent the nature and quality of the presentation influenced the effect of the programme. These sections form the sub-scales of Scale 6: Quality of programme presentation (cf. Table 18).

4.5.3 The presenter's evaluation questionnaire

The presenter's evaluation questionnaire, which was based on the presentation evaluation questionnaire, was the last measuring instrument developed for the study. Each social worker who presented the programme was asked to complete it and in so doing evaluate their own presentation skills and the relevance of the programme. Provision was also made for comments on how the programme could be improved (cf. Table 7).

TABLE 7: COMPOSITION OF THE PRESENTER'S EVALUATION QUESTIONNAIRE

SECTIONS	FACETS THAT WERE COVERED	QUESTIONS
Section 1	Self-evaluation (of subject knowledge, ability to link material to participants' knowledge level, explain abstract concepts, keep respondents interested and the presenter's enthusiasm re the subject)	Questions 1 to 5
Section 2	Self-evaluation of presentation skills	Questions 6 to 10
Section 3	Evaluation of the learning process	Questions 11 to 17
Section 4	Evaluation of the presentation context	Questions 18 to 21
Section 5	Evaluation of the relevance/ value of the programme	Questions 22 to 27
Section 6	General (<i>Length of the programme, pace of the presentation, the balance between the time spent on the presentation and group involvement, which language was used most in the presentation as well as topics which need to be added or omitted from the programme, themes that need to be covered in greater depth, elements that were most or least helpful in presenting the course and clarifying notes</i>)	Questions 28 to 36

The three types of measuring instruments that were used to evaluate the impact of the Colleague Sensitivity Capacity Building Programme together produced a total of 14 404 individual measurements. The way in which these responses were processed will be discussed next.

4.6 DATA PROCESSING PROCEDURES AND FORMULA

The data collected via the triangulation of measurements were analysed in conjunction with the Statistical Consultation Services of the North-West University: Potchefstroom Campus and by means

of the SAS computer programme (SAS Institute Inc., 1999). In the analysis of the questionnaires and the data, three questions had to be answered consecutively. These were whether the scales were reliable, whether the questions were valid and whether the scales could measure change effectively.

4.6.1 Procedure and formula for the calculation of reliability

In order to determine the reliability of particular measuring instruments, the Cronbach alpha coefficient ("Cronbach alpha" or simply " α ") of each scale or sub-scale was computed (Gravetter & Forzano, 2003:455). A score of 0,5 or higher was considered to be an acceptable reliability coefficient (Jackson, 2003:87-91).

4.6.2 Procedure for the calculation of validity

The pilot studies and peer group evaluations were used as a mechanism to enhance the *face and content validity* of questions (cf. Creswell, 2003:157-8; Elmes *et al.*, 2003:55-59; Jackson, 2003:44-5). The results of the main empirical study should, however, be seen as the biggest test of the extent to which the requirement of validity was met.

4.6.3 Procedure and formula for the calculation of change/effect

In order to measure the extent to which the programme brought about change, Cohen's formula for the calculation of effect size ("d") was used (Cohen, 1988: 20-7; Steyn, 2000:1-3). The reasons for this choice were the following:

- since a probability sample could not be drawn, respondents were viewed as a sub-population of the planned target population. This, however, impacted on the ability to generalize to the target population through inferential statistics (Steyn, 1999:1-2) and the utilization of statistical significance (eg. d-values)
- in order to determine whether the programme changed the knowledge, attitude and behaviour of SAPS personnel, the standardised difference was utilized to calculate effect size (Gravetter & Forzano, 2003:454). This entailed dividing the difference between two averages (or the mean of a specified value) by the standard deviation (Spatz, 2001:74). According to Steyn (2000:3), this is a natural criterion for drawing conclusions regarding significance.

A four step procedure was followed in calculating the size of the effect that the programme had on the respondents. The first step was to calculate the d-values of the scales and questions administered to the experimental group in particular. This indicated the influence the intervention had *within* the group. The following formula was used:

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

Where:

d = effect size

μ_{diff} = mean difference within the experimental group (" μ_1 ")

σ_{diff} = standard deviance from mean difference.

Secondly, it was necessary to determine whether there were practical significant differences between the pre and posttest scores of the experimental and comparison groups or as Jackson (2003:175) states "...how big a role the conditions of the independent variable play in determining scores on the dependent variable". In order to do this, it was necessary to determine whether the experimental group (e) and the comparison group (c) were comparable before the intervention (programme). This

was done by calculating and comparing the d-values of the two groups' pretest measurements. The difference had to be smaller than 0,5. In cases where there was a larger difference, a co-variance analysis had to be performed. In this study all the scales concerned met the requirement.

Thereafter, the 'net change' effected by the programme was computed by scale. Cohen's formula for calculating effect size between two groups was utilized. The formula consists of (Cohen, 1988: 20-7; Steyn, 2000:1-3):

$$d = \frac{\mu_1 - \mu_2}{\sigma}$$

Where:

- d = effect size
- μ_1 = average difference score for the experimental group (e)
- μ_2 = average difference score for the comparison group (c)
- $\mu_1 - \mu_2$ = difference between mean scores
- σ = maximum standard deviation of difference scores.

The following guidelines were used for the interpretation of the d-values:

- d = 0,2 indicates a small effect, implying that the research should rather be repeated to confirm whether there actually was an effect
- d = 0,5 indicates a moderate or medium effect, implying that the result could be viewed as significant. In these cases a better planned survey or experiment might produce more significant results
- d = 0,8 indicates a large effect which is significant and of practical significance
- Since no absolute boundaries exist between the three d-values, concepts such as 'small to medium effect' and 'large effect' can be used (Spatz, 2001:74-5; Steyn, 1999:3).

The last step was to conduct an effect size analysis (McWhirter, 1999) on scales 4, 5 and 6. The experience of the programme's value and relevance as well as the influence of the quality of presentation could consequently be determined. The same formula which was used to determine effect size within groups, was used for this purpose. It was:

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

Besides effect size (d-values), descriptive statistics (totals, percentages, mean scores and standard deviance) were also utilized for the interpretation of certain scales and questions.

4.7 PROBLEMS EXPERIENCED WITH THE STUDY

The overall EPCBP research project was a difficult endeavour in terms of the extent, logistical requirements and the standard of measurement it necessitated. The ideal of having experimental and comparison groups which would be representative of the total SAPS population in terms of rank/post, race, gender and provincial profile could not fully materialize. Fortunately, the sample that was obtained met the requirements of the chosen research design.

The undertaking of a study in all 10 SAPS provinces in South Africa involving 4 424 respondents, 146 Social Workers and 9 researchers, led to various logistical problems. It resulted in a relatively high percentage of spoiled questionnaires (8.54%) and a fairly poor response rate for the presenters' evaluation questionnaires. The 1 139 spoiled questionnaires (out of a total of 13 331) were due to incomplete secret codes which barred the linking of pre and posttest questionnaires. This led to a low

number of usable questionnaires especially in some provinces. The 12 192 usable questionnaires and 336 164 individual measurements/items generated by the study at large fortunately prevent the above issues from impacting significantly on the results.

The utilization of higher level statistical calculations on questionnaires which were not completely standardised, led to various minor problems. In some instances, the Cronbach alpha's and/or effect size of scales were too low. These problems were anticipated and eliminated by the implementation of triangulation.

During the study the programme was presented to all SAPS personnel ranging from the level of cleaner to director. It was found that the members of the experimental group derived differentiated value from the programme because of differences in their educational levels. Due to limited space, these individual differences will, however, not be discussed.

Besides the internal shortcomings of the study, it was established that the Colleague Sensitivity programme had a significant effect on the respondents as a group. The bases of this conclusion will be explained below.

5. THE RELIABILITY OF MEASURING INSTRUMENTS

The formula for the calculation of Cronbach alpha coefficients (Gravetter & Forzano, 2003:455) was implemented to determine the reliability of the different scales/sub-scales that were used in the research. Table 8 provides a summary of the questions that were used in some of the scales and the results of the process.

TABLE 8: CRONBACH ALPHA COEFFICIENT (α) FOR THE RELIABILITY OF MEASURING INSTRUMENTS

SCALES AND QUESTIONS	α^1
Scale 1: <i>Knowledge</i> re locus of control, conflict, rational emotive therapy, transactional analysis and adult communication	0.68 [■]
Scale 2: <i>Attitude</i> towards locus of control, conflict, rational emotive therapy, transactional analysis and adult communication	0.03
Sub-scale 3.1: <i>Behaviour</i> in terms of locus of control • My ability to control my behaviour could be described as • My ability to choose my response to a situation could be described as • My ability to change negative feelings could be described as	0.72 [■]
Sub-scale 3.2: <i>Behaviour</i> in terms of conflict • My ability to determine which conflict resolution style to use in a particular situation could be described as • My skills in applying the various conflict resolution styles in different conflict situations could be described as	0.70 [■]
Sub-scale 3.3: <i>Behaviour</i> in terms of rational emotive therapy • My ability to evaluate my thoughts to ensure that they are based on facts could be described as • My ability to replace irrational thoughts with rational thoughts could be described as	0.60 [■]

¹ α = Cronbach alpha coefficient

Sub-scale 3.4: <i>Behaviour</i> in terms of transactional analysis • My ability to communicate in the adult ego state could be described as • My ability to become aware of the parent and child ego states at play in my life could be described as • My ability to prevent the parent and child ego states from determining my response to a situation could be described as	0.76 [■]
Sub-scale 3.5: <i>Behaviour</i> in terms of adult communication • My ability to communicate on the emotional level of communication could be described as.... • My ability to be empathetic could be described as • My ability to give feedback could be described as	0.55 [■]
Scale 4: The <i>value</i> of the programme • How would you rate the overall value of the Colleague Sensitivity Course?	0.81 [■]
Scale 5: The <i>relevance</i> of the programme	0.90 [■]
Scale 6: The <i>quality</i> of programme presentations (See 4 sub-scales below)	
Sub-scale 6.1: An evaluation of the <i>presenters</i>	0.87 [■]
Sub-scale 6.2: An evaluation of the presenters' <i>presentation skills</i>	0.87 [■]
Sub-scale 6.3: An evaluation of the <i>learning process</i>	0.90 [■]
Sub-scale 6.4: An evaluation of the <i>presentation context</i>	0.84 [■]

■ *Reliable scales*

In the study, one of the 13 scales/sub-scales that were used did not meet the set Cronbach alpha coefficients requirement (cf. Table 8: Scale 2). In this case, only the effect size of some of the individual questions contained in the scale could be used as an indicator of change. All the other scales showed an acceptable level of reliability.

6. THE EFFECT OF THE PROGRAMME

In determining the effect of the programme, it was firstly accepted that all personnel would have gained a certain level of knowledge, developed particular attitudes and adopted specific behaviour in the course of their lives (Nelson-Jones, 1991:25). These levels were established by means of pretests. The experimental group was then subjected to the programme and their new levels of knowledge, attitudes and behaviour were measured by the posttest questionnaire. The comparison group was, at the same time, also subjected to a posttest. By comparing the two sets of results, it was possible to determine the net effect of the intervention (the programme). The results that were obtained by means of this process will be discussed in more detail.

6.1 THE PROGRAMME'S EFFECT ON KNOWLEDGE

The questions that were used in Scale 1 set out to measure the extent to which the programme changed participants' knowledge regarding various topics, including locus of control, conflict, rational emotive theory, transactional analysis and adult communication. The result is summarized in Table 9.

TABLE 9: EFFECT SIZE OF SCALE 1: KNOWLEDGE

EXPERIMENTAL GROUP (e)		COMPARISON GROUP (c)		σ	EFFECT SIZE (d)
n	μ_1	n	μ_2		
226	0.1717	50	-0.023	0.2682	0.73*

The d-value for Scale 1 reflects a *medium to large* net increase in the experimental group's knowledge. Spatz (2001:74-5) is of the opinion that a d-value of 7.3 might be significant, but that a better planned survey could produce even more significant results (i.e. $d = 0.8$).

The scale consisted of five sub-scales with three questions each. The questions which obtained a positive effect will be discussed. Of the respondents, 55% answered question 3 correctly in their pretest questionnaires and 65.22% in their posttest questionnaires. Question 8 was completed correctly by 33.70% of the respondents in their pretest questionnaires. This, however, increased to 49.64% after the intervention. The correct responses to question 13 increased from 11.96% in the pretest to 29.71% in the posttest questionnaires.

The results indicate that:

- More than 50% of the personnel knew prior to the intervention that one is responsible for the way one feels; a third of the respondents knew that rational thoughts cause positive feelings and approximately 10% were informed about the levels of communication. Therefore, there was an uneven distribution of knowledge which could be due to the diverse group the programme was presented to (11% officers, 67% non-commissioned and 22% public service personnel)
- The noticeable increase in knowledge (average of 15% among the three questions) could indicate how new this information was to some of the respondents. It could also give an indication of the necessity of providing personnel with this kind of information.

It is interesting that two of the three questions were formulated with a "nor" in the question. The rest of the questions in the scale led to negative change. An analysis of these questions indicated that they were too difficult for respondents who were unfamiliar with the terrain being dealt with.

6.2 THE PROGRAMME'S EFFECT ON ATTITUDE

The questions in 'Scale 2: Attitude' were based on Barker's (1995: 29) view of an attitude as being "...a mental predisposition or inclination to act or react in a certain way". For this study it would imply whether the employee would manage his/her relationships in a certain way. Although six of the questions that were contained in this scale produced measurable effect sizes (see Table 10), the scale as a whole also did not achieve an acceptable level of reliability. It was, therefore, only possible to analyse the results of some individual questions.

TABLE 10: EFFECT SIZE OF INDIVIDUAL QUESTIONS IN SCALE 2: ATTITUDE

QUESTION	EXPERIMENTAL GROUP (e)		COMPARISON GROUP (c)		σ^2	EFFECT-SIZE (d)
	n	μ_1 ³	n	μ_2 ⁴		
16 What happens to me is determined by fate	202	0.1931	40	-0.2	1.4854	0.26
17 I feel confident about the course my life is taking	204	0.2304	41	-0.098	1.1997	0.28
21 Competing is used when you realize that you are wrong	202	0.4812	40	-0.175	1.6017	0.41
22 We are capable of irrational thinking	205	0.1073	41	-0.268	1.3606	0.27
23 People's irrational thoughts stem from believing their own unproven negative self-talk	201	0.6174	41	-0.146	1.3531	0.57
24 To prevent irrational thoughts, people should not dwell on their inadequacies and failures	203	0.2611	41	-0.098	1.3371	0.27

Five of the six questions that were used to measure attitudinal change produced a *small to medium* effect size, while question 23 was a little above medium (see Table 10). If taken as a whole, the results indicate that change did occur, but could have been more significant if the measurement instrument was better formulated (Spatz, 2001:74-5). It was, therefore, necessary to try to identify the reasons for the somewhat inconclusive results. In this regard, the focus will be on the results achieved with individual questions as far as the experimental group was concerned.

- In question 16 the percentage of respondents who completed the answer correctly prior to the intervention (46.48%) decreased by 2% in the posttest. This indicates that the question did not succeed in measuring a significant change in attitude re the role that fate plays in their lives
- In question 17, the percentage of respondents who answered the question correctly in their pretest (77.22%) increased to 82.83% in the posttest. The high number of appropriate answers in the pretest indicates that the question was too easy to start with. In spite of this, this result indicate that the programme had an effect on the personnel's evaluation of the course which their lives were taking
- Question 21 tested respondents' comprehension of the purpose of the various conflict resolution styles. The question was correctly answered by 41.86% of the respondents in the pretest. There was, however, a 9% decrease in correct answers in the posttest. This tendency could especially be attributed to the difficulty of the question
- Question 22 seemed to have been too easy because 76.92% of the respondents answered it correctly in the pretest. This increased marginally to 77.88% in the posttests
- Question 23 was correctly completed by 62.02% of the respondents in their pretest questionnaires and by 76.92% in their posttest. This is an increase of 15% which indicates that this question succeeded in measuring that some personnel were not aware that irrational thoughts stem from unproven negative self-talk. The question also produced a d-value of 0.57 which is indicative of a *medium effect*
- Question 24 was answered correctly in the pretest questionnaires by 78.78% of the respondents. This percentage increased to 83.14% in the posttest questionnaires. This relatively easy question produced a d-value of 0.27 and, therefore, showed a *small effect*

² σ = maximum standard deviation of difference scores

³ μ_1 = average difference score for the experimental group

⁴ μ_2 = average difference score for the comparison group

- The formulation of all the other questions seemed to have been problematic. In the case of questions 25, 26, 27 and 28 it was established that most of the respondents knew the appropriate answers prior to the intervention. These questions could consequently not measure change/growth. One other question (Q29) was too technical for respondents who were exposed to information for the first time.

From the results obtained with Scale 2, it was concluded that it did provide some indications of a small to medium effect, but that the scale is not reliable enough to prove this tendency beyond reasonable doubt. This issue will be addressed in the further standardisation of the measurement instruments.

6.3 THE PROGRAMME'S EFFECT ON BEHAVIOUR

As in the case of most of the other personnel capacity building programmes, the primary aim of the Colleague Sensitivity programme was to bring about some measure of change in the respondents' intended behaviour. For this reason, five behaviour related sub-scales were developed and included in the KAB questionnaires. They focused on locus of control, conflict management, rational emotive theory, transactional analysis and adult communication respectively. The results that were generated from each of these sub-scales will be discussed separately.

6.3.1 Effect in terms of locus of control

Sub-scale 3.1 measured intended behaviour concerning locus of control. In other words, whether the respondent viewed him/herself as being able to manage his/her behaviour. The results obtained are depicted in Tabel 11.

TABLE 11: EFFECT SIZE OF SUB-SCALE 3.1: BEHAVIOUR IN TERMS OF LOCUS OF CONTROL

EXPERIMENTAL GROUP (e)		COMPARISON GROUP (c)		σ	EFFECT SIZE (d)
n	μ_1	n	μ_2		
204	0.2802	41	-0.11	0.7156	0.54

The d-value of 0.54 that was generated from Sub-scale 3.1 indicates that the programme brought about a *medium level of change* in respondents' behaviour in terms of locus of control. Although Spatz (2001:74-5) and Steyn (1999:3) point out that a better planned survey might produce more significant results, the acquired results are considered to be of importance to the outcome of this research project.

The sub-scale consisted of three questions. The effect obtained by each question will be discussed in order to establish where the programme's strong and weak points are. *Question 31* was answered correctly by 68.08% of the respondents in their pretests and this increased to 75.29% in the posttest. There were 64.1% correct responses to *question 32* in the pretests and 72.59% in the posttest questionnaires. *Question 33* generated 53.34% correct answers in the pretest questionnaire and 66.15% in the posttest. These results shows that:

- more than 50% of the personnel indicated that they would be able to manage their responses to situations in their pretest questionnaires
- respondents found changing negative feelings (Question 33) the most challenging.

From the Scale's d-value and the response to individual questions it can be concluded that the programme did bring about a *medium* level of change in the experimental group's locus of control

related behaviour. This can be viewed as very important because it addresses a dimension of human functioning which is notoriously difficult to change.

6.3.2 Effect in terms of conflict

For the purpose of the formulation of the questionnaire, conflict was seen as “...an expressed struggle between at least two interdependent parties who perceive their goals, scarce rewards and interference from the other party in achieving their goals” (Adler, 1987:337). The questions of the sub-scale focused on respondents’ perceived ability to match and apply the various conflict resolution styles to particular situations. The results are reflected in Table 12 and discussed below.

TABLE 12: EFFECT SIZE OF SUB-SCALE 3.2: BEHAVIOUR IN TERMS OF CONFLICT

EXPERIMENTAL GROUP (e)		COMPARISON GROUP (c)		σ	EFFECT SIZE (d)
n	μ_1	n	μ_2		
202	0.3812	41	0.1463	0.8828	0.27*

* Practically significant

A d-value of 0.27, as the one obtained through Sub-scale 3.2, is interpreted by Spatz (2001:74-5) and Steyn (1999:3) as representing a *small effect*. This implies that a study should rather be repeated in order to confirm that change did indeed occur.

An analysis showed that *Question 34* was answered correctly by 47.67% of the respondents in their pretest questionnaire. This percentage increased to 63.85% in the posttest. *Question 35* was answered correctly in the pretest by 44.53% of the respondents, while 61.92% answered the question correctly in their posttest. This difference of 17.39% shows an increase in the respondents’ perceived ability to apply the various conflict resolution styles in different conflict situations.

6.3.3 Effect in terms of rational emotive theory

In the Colleague Sensitivity programme, the rational emotive theory was used to explain that “...the way you interpret a certain happening, rationally or irrationally, will determine whether you find emotional happiness or unhappiness” (Adler, 1987:126). The questions in Sub-scale 3.3 consequently focused on respondents’ intent to replace their irrational thoughts with rational ones. The results obtained are summarized in Table 13.

TABLE 13: EFFECT SIZE OF SUB-SCALE 3.3: BEHAVIOUR IN TERMS OF RATIONAL EMOTIVE THEORY

EXPERIMENTAL GROUP (e)		COMPARISON GROUP (c)		σ	EFFECT SIZE (d)
n	μ_1	n	μ_2		
202	0.454	41	-0.037	0.8418	0.58*

The d-value of 0.58, which was obtained with the implementation of Sub-scale 3.3, indicates a *medium effect* (cf. Spatz, 2001:74-5; Steyn, 1999:3). This result should, within the context of the study, be viewed as important because it indicates that the majority of the respondents were better able to manage irrational thoughts after the programme than was the case before it was presented.

Two questions were asked to establish the personnel's perceived ability to implement the principles underlying the rational emotive theory. *Question 36* was answered correctly by 63.42% of the respondents in their pretest and by 73.46% in the posttest, while in the case of *Question 37*, the increase was from 49.21% to 65.50%. An interesting implication of these statistics is that a substantial number of respondents already applied RET principles before the programme started.

6.3.4 Effect in terms of transactional analysis

The programme uses transactional analysis as a "...method of examining this one transaction wherein I do something to you and you do something back. Determining which part of the multiple natured individual is being activated" (Harris, 1973:12). The questions in Sub-scale 3.4 intended to establish the respondents' perceived ability to communicate in the adult ego state, their ability to become aware of the other ego states and their ability to prevent these ego states from dictating their responses to situations. The results are displayed in Table 14.

TABLE 14: EFFECT SIZE OF SUB-SCALE 3.4: BEHAVIOUR IN TERMS OF TRANSACTIONAL ANALYSIS

EXPERIMENTAL GROUP (e)		COMPARISON GROUP (c)		σ	EFFECT SIZE (d)
n	μ_1	n	μ_2		
202	0.3234	41	0.0894	0.782	0.3*

Sub-scale 3.4 produced a d-value of 0.3. This implies that, in terms of transactional analysis, the programme only had a *small effect* (cf. Spatz, 2001:74-5; Steyn, 1999:3).

An attempt was made to identify the reasons why the programme only achieved the small effect in the particular field. From an analysis of the responses to individual questions it became apparent that the respondents' ability to practice the required behaviour was already quite well developed before the start of the programme. For example, in the case of *Question 38*, 71.98% of the pretest questionnaires were correct/appropriate (posttest = 76.45%), while *Question 39* produced 60.85% correct answers in the pretest (posttest = 69.49%). *Question 40* was answered correctly by 48.26% of the respondents in their pretest and by 66.92% in their posttest questionnaires. A further analysis of questions and responses indicated that:

- respondents were of the opinion that they would be able to identify when they are communicating from their parent, adult or child ego states, but they weren't quite as confident that they would be able to prevent the parent or child ego states from determining their responses. This was indicated by the pretest questionnaires which were completed before the intervention
- The posttest questionnaires revealed an increase in the personnel's ability to identify from which ego state they were communicating and there was a 17% increase in the respondents' perceived ability to prevent the parent or child ego states from determining their responses.

6.3.5 Effect in terms of adult communication

Because the levels of communication, empathy and feedback are covered in some detail in the programme, the questions in Sub-scale 3.5 focused on respondents' perceived ability to communicate on the emotions level, to be empathetic and to give feedback. The results are set out in Table 15.

TABLE 15: EFFECT SIZE OF SUB-SCALE 3.5: BEHAVIOUR IN TERMS OF ADULT COMMUNICATION

EXPERIMENTAL GROUP (e)		COMPARISON GROUP (c)		σ	EFFECT SIZE (d)
n	μ_1	n	μ_2		
203	0.4383	41	-0.073	0.7263	0.7*

The d-value of 0.7 that was obtained with Sub-scale 3.5 indicates that the programme had a *medium to large effect* (Spatz, 2001:74-5; Steyn, 1999:3) on the experimental group's communicative behaviour. This result is very close to that of practical significance (i.e. $d = 0.8$) and, therefore, of importance to the study.

In order to find out which areas of behaviour were influenced the most by the programme, the three constituent questions of the scale were analysed further. *Question 41* was answered appropriately by 53.07% of the respondents in their pretest. In the posttest, 63.07% respondents indicated that they would be able to communicate on a deeper level in the future. The ability to demonstrate empathy was indicated by a 55.42% positive response in their pretest and this increased to 70.76% in the posttest. In total, 67.69% of the respondents were able to give feedback prior to the intervention and this increased to 77.30% afterwards. From these and other indicators, it was deduced:

- that the programme brought about an average of more than 10% increase in respondents' perceived ability to communicate at a deeper level, to be empathetic and to give feedback
- but that, although the respondents were of the opinion that they could communicate on the emotional level, they were least comfortable with this and
- that the exercises in the programme probably had the biggest influence on the respondents' ability to communicate on the adult level.

In summary it may be said that the sub-scales that measured behaviour related d-values on average indicated *medium* effects. This is substantiated by the posttest questionnaires that consistently reported an increase in perceived ability. It could, therefore, be concluded that the programme definitely impacts positively on personnel's behaviour.

If all the scales and sub-scales of the KAB questionnaires are taken as whole, it is clear that the programme's effect ranges from small in some areas to large in others. If the views of Spatz (2001:74-5) and Steyn (1999:3) are taken into account, this would imply that some facets of the research should be repeated to confirm - beyond a reasonable doubt - that change actually occurred. The relatively low effect levels in some scales/sub-scales can be attributed to somewhat flawed questions. This was, to some extent, substantiated by their lower Cronbach alpha coefficients (cf. Table 8). In any new research, special attention should, therefore, be given to the further improvement and standardisation of the questionnaires.

In spite of deficiencies in the KAB questionnaires that were developed especially for this study, some of the results were quite impressive. Generally, the programme brought about a marked increase in the experimental group's *knowledge* especially of adult communication, RET and locus of control (cf. Table 9). Although the results that were achieved with *behaviour* modification could be described as somewhat spotty, it generally tended to be on the medium to large side. There was especially a marked improvement in the respondents' ability to communicate on the adult level (see Table 7), while there

was also a discernable change in their locus of control (cf. Table 11) and RET related behaviour (cf. Table 13). Because of deficiencies in the questionnaire, no conclusive results were achieved regarding the extent to which the programme had an impact on its recipients' attitudes. Individual questions, however, indicated at least a small to medium effect (cf. Table 10).

The data that was generated by the KAB questionnaires contained indications that the programme was of particular value to the respondents and relevant to their personal and professional lives. These two issues were, however, more formally measured by two scales that were specially designed for this purpose.

7. THE VALUE OF THE PROGRAMME

The posttest questionnaire included six questions on the value of the programme. Respondents were requested to evaluate the value the programme and the themes it dealt with. The four point Likert-type scale used made provision for responses ranging from "It had no or little value" to "It had a lot of value." The results are contained in Table 16.

TABLE 16: EFFECT SIZE AND DISTRIBUTION OF RESPONSES TO SCALE 4: THE VALUE OF THE PROGRAMME

QUESTIONS	n	OPTIONS AND RESPONSES				μ_{diff}^5	σ_{diff}^6	EFFECT SIZE (d)
		<i>It had no or little value</i>	<i>It had below average value</i>	<i>It had above average value</i>	<i>It had a lot of value</i>			
44. What value did the following component have for you: "Locus of control"	213	2 (0.94%)	11 (5.16%)	98 (46.01%)	102 (47.89%)	3.408	0.634	1.43*
45. What value did the following component have for you: "Personality types"	212	1 (0.47%)	14 (6.60%)	96 (45.28%)	101 (47.64%)	3.400	0.634	1.42*
46. What value did the following component have for you: "Conflict"	211	9 (4.27%)	16 (7.58%)	104 (49.29%)	82 (38.86%)	3.227	0.765	0.95*
47. What value did the following component have for you: "Rational Emotive Theory"	213	7 (3.29%)	21 (9.86%)	104 (48.83%)	81 (38.03%)	3.215	0.752	0.95*
48. What value did the following component have for you: "Labelling"	212	8 (3.77%)	22 (10.38%)	87 (41.04%)	95 (44.81%)	3.268	0.795	0.97*
49. What value did the following component have for you: "Transactional Analysis"	212	1 (0.47%)	14 (6.60%)	99 (46.70%)	98 (46.23%)	3.386	0.632	1.40*

⁵ μ_{diff} = mean difference score

⁶ σ_{diff} = standard deviation of difference scores

50. What value did the following component have for you: "Adult Communication"	211	2 (0.95%)	11 (5.21%)	73 (34.60%)	125 (59.24%)	3.521	0.642	1.59*
51. What was the overall value of the programme	214	1 (0.47%)	7 (3.27%)	56 (26.17%)	150 (70.09%)	3.658	0.565	2.04*
<i>Average</i>	212	3.87 (1.83%)	14.5 (6.84%)	89.62 (42.3%)	104.25 (49.17%)			1.89

* *Practically significant*

The data contained in Table 16 indicates an exceptionally positive evaluation of the value of the Colleague Sensitivity programme as a whole, as well as its individual themes. This argument is derived from the results produced by question 51. The d-value of 2.04 is much higher than the 0.8 Spatz (2001:74-5) and Steyn (1999:3) considered to indicate a practically significant effect size. This finding is further substantiated by the fact that 96.26% of the respondents were of the opinion that the programme had either an "above average" or "a lot of value." In the other questions, the same trend came to the fore.

It was decided to place the data within the context of triangulation. This data will, in other words, be compared with the data obtained from the KAB questionnaires in order to determine the nature of the effect that the Colleague Sensitivity programme had on SAPS employees. In this way, a more complete, holistic and contextual portrayal of the varied dimensions of the impact will be obtained. It would also serve as a method of testing the consistency of the measurements.

- question 44 dealt with the value of the component locus of control. It referred to the philosophy of the programme and how it was linked to the theory of locus of control as well as the questionnaire that was completed. The question produced the second highest effect size in Scale 4, namely 1.43. Such a d-value is considered to be of *practical significance* (cf. Spatz, 2001:74-5; Steyn, 1999:3). This finding was substantiated by the fact that 93.9% of respondents indicated that they derived an 'above average' to 'a lot of value' from the component. In the KAB questionnaire, Question 3 measured an increase in knowledge (cf. Table 9) and the scale which measured behaviour change showed a medium effect (cf. Table 11). Questions 16 and 17, however, indicated only a small change in locus of control related attitudes (cf. Table 10). It would, therefore, seem as though the results in Table 16 confirm the increase of knowledge and change of behaviour and contradict the small change in attitudes. This could be viewed as proof of the inadequacies of the questions contained in Scale 2 and an indication that the effect of the programme on attitudes was larger than those measured. Similar patterns were found regarding the other questions contained in Scale 4
- question 45 dealt with the component 'personality types', where the Keirsey Temperament Sorter was completed and respondents got to know each others' temperament styles. This component obtained a d-value of 1.42 and was thus also *practically significant*. An 'above average' or 'a lot of value' was derived from the component by the 92.92% of the respondents
- question 46 focused on the conflict component of the programme and produced a *practical significant* d-value of 0.95. Although this was one of the lowest effect sizes in the scale, 88.15% of

the respondents derived an 'above average' to 'a lot of value' from it. Comparisons with the results of the KAB questionnaires were hindered by the flaws in the formulation of the knowledge and attitude questions. The scale on behaviour (Table 12) produced a small effect and a further analysis of the data revealed positive changes of nearly 20%. Once again it seems as if Table 16 confirms the outcomes and shortcomings of the KAB questionnaires

- question 47 dealt with the value of the rational emotive theory (RET). This component dealt with especially the influence which thoughts have on the management of emotions and behaviour. According to Spatz (2001:74-5) and Steyn (1999:3), the d-value of 0.95 which this scale produced is *practically significant*. The component's rating was similar to that of 'conflict' and 86.86% of the respondents placed it above the average baseline. When this result is compared with those obtained by means of the KAB questionnaire, it becomes clear that this component ought to have had a bigger impact than those that were measured. This is especially true as far as the change of attitudes are concerned
- question 48 covered the value of the 'labelling' component. It produced a d-value of 0.97 which is considered to be of *practical significance*. This component was rated as the fifth most important contributor to the success of the programme. Labelling either had an "above average" or "a lot of value" for 85.85% of the respondents. Since this component was not covered by the KAB questionnaire, the results cannot be compared
- question 49 measured the value of the transactional analysis (TA) component and produced a *practical significant* d-value of 1.40. Compared to the other components, TA was considered to have been the fourth most valued component and 92.93% of the respondents placed it above the average baseline. Due to the flawed formulation of questions, the KAB questionnaire did not succeed in measuring a change in knowledge or attitudes. The scale measuring behaviour showed a small effect. The component ought, therefore, to have had a bigger impact than those that were measured
- question 50 set out to measure the value of the adult communication component. It generated the highest effect size measure of all the components, namely 1.59. This finding was substantiated by the fact that 93.84% of the respondents were of the opinion that it had either an "above average" or "a lot of value" and that the KAB questionnaire indicated a nearly significant increase in knowledge and change of behaviour. The questions that were used to measure attitudinal change were unable to produce measurable results.

The following conclusions could be drawn from the data produced by Scale 4:

- all the individual components of the programme contributed to the exceptionally positive evaluation of the programme as a whole
- the effect size measures generated about the value of components definitely indicated practical significance. [The lowest d-value 0.95 was much higher than the 0.8 Spatz (2001:74-5) and Steyn (1999:3) consider to indicate practical significance]
- the effect was constantly substantiated by the percentage of respondents who were of the opinion that the programme had either an "above average" or "a lot of value." (The lowest percentage was 85.85%)

- the data obtained from Scale 4 supported the outcomes of the knowledge and behaviour analysis. This confirmed the positive effect of the programme in spite of the shortcomings experienced in the scales and sub-scales of the KAB questionnaires
- the big effect sizes achieved with Scale 4 somewhat contradicts the small to medium effect measurements attained with the attitude related questions. It could, therefore, be concluded that the programme had a larger effect on attitudes than those contained in Table 10
- the components which were not measured by the KAB questionnaire, i.e. personality types and labelling, were also valued highly
- adult communication generated the largest effect size, followed by locus of control and transactional analysis
- conflict and rational emotive theory produced the smallest d-values (0.95) in the scale, but these were still practical significant. An analysis of the data did not provide any clear reason why these components were rated lower than the rest
- the programme seemed to be able to bring about behaviour change, which is extremely important for the programme to reach its goal.

The results of Scale 4 proved conclusively that all the components of the Colleague Sensitivity programme were of great value to the respondents and confirmed that it did have a significant effect, especially on their behaviour.

8. THE RELEVANCE OF THE PROGRAMME

The experimental group's view of the relevance of the Colleague Sensitivity programme was the fifth aspect that was measured in the study. The reason for also focusing on this facet was the fact that any given programme could have a large effect on its participants, but compared to other available capacity building and general training programmes, not be deemed a high priority. It was, therefore, necessary to ascertain whether the CS Programme had any relevance to the SAPS personnel's professional and personal lives. This measurement also formed part of the triangulation process.

A relevance scale (Scale 5) was included in the presentation evaluation questionnaire and consisted of six questions. These questions dealt with issues such as the extent to which the programme stimulated the respondents' creative thinking and the extent to which they could use the newly gained knowledge and insight in their jobs. The collected data were subjected to the same type of statistical analysis used for the measurement of effect size within groups (cf. 4.6.3). The only difference was that the formula for the calculation of d-values had to be adjusted to make provision for a single post-measurement of one group. Consequently the formula consisted of the following:

$$d\text{-value} = \frac{\text{Mean per scale } \textit{minus} \text{ the central point of the scale}}{\text{Standard deviance}} \quad (\text{Cohen in Steyn, 1999: p.5})$$

In order to compare the relevance of the Colleague Sensitivity programme with that of the capacity building programmes in general, the collective mean score of all the programmes was calculated and included in Table 17. It is not the purpose of this comparison to show which personnel capacity building programme was most or least relevant, but to provide additional criteria against which different dimensions of relevance could be measured.

The focus will be primarily on the interpretation of data related to the Colleague Sensitivity programme and the information regarding capacity building programmes in general will be discussed secondarily. The effect size of the relevance scale is set out in Table 17.

TABEL 17: EFFECT SIZE OF SCALE 5: RELEVANCE OF THE PROGRAMME

THE COLLEAGUE SENSITIVITY PROGRAMME						CAPACITY BUILDING PROGRAMMES COLLECTIVELY		
Scale/questions	n	μ_{diff}	σ_{diff}	Effect size (d)	α	n	Effect size (d)	α
Scale 5	210	3.508	0.461	2.19	0,90 [■]	2326	2.19*	0.88 [■]
22. The course/programme stimulated my creative thinking.	208	3.447	0.535	1.77*		2298	1.57*	
23. I will be able to apply the new knowledge and insights that I have gained in my job.	209	3.459	0.562	1.70*		2310	1.65*	
24. I feel that the course/programme will help me do my job better.	210	3.428	0.616	1.51*		2303	1.55*	
25. I will be able to apply the new knowledge and insights that I have gained in my daily life.	210	3.452	0.553	1.72*		2311	1.76*	
26. I feel that the course/programme will help me to live my life in a better way.	209	3.507	0.597	1.69*		2313	1.77*	
27. All SAPS personnel should receive this course/programme.	210	3.761	0.499	2.53*		2308	2.28*	

■Reliable scales according to CA (Cronbach alpha coefficient)

*Practically significant

With an effect size of 2.19, it is clear that the Colleague Sensitivity programme is perceived to be extremely relevant. This conclusion is substantiated by the fact that the effect size in the case of Question 27 “All SAPS personnel should receive this course/programme” was a remarkable 2.53 (cf. Table 17). This d-value was higher than the 2.28 generated by the capacity building programmes collectively.

There could be two possible reasons for this result. The first is that the programme addresses issues that represent the felt need within the organisation. The second reason could be that it empowers personnel to approach situations differently and think of creative ways to solve problems. This argument is substantiated by question 22 which obtained the highest d-value (1.77) of the Colleague Sensitivity programme. This d-value was also higher than that of the programmes collectively (1.57).

The following conclusions were reached when the effect size of the other questions was compared to those of the capacity building programmes as a whole:

- the third highest impact the Colleague Sensitivity programme had was reflected in *Question 25: ‘I will be able to apply the new knowledge and insight in my daily life’*. The question produced a d-value of 1.72. This was substantiated by the d-value of 1.69 produced by *Question 26*, which focused on the influence the programme has on the way a person lives his/her life. These d-values compared favourably with the 1.76/7 obtained by the programmes collectively
- *question 23*, which referred to the application of the knowledge to the job, produced the fourth highest effect size. If this d-value is compared with the 1.51 generated by *Question 24* that also focused on the effect the programme had on personnel job performance, a small difference is

noted. The same trend was, however, prevalent in the results obtained from the PCBP's collectively

- *questions 23 to 26* inter alia also dealt with knowledge, attitudes and behavioural change. In terms of triangulation, their extremely high effect sizes further vindicate the conclusions reached regarding flaws in some of the scales. It is, therefore, clear that the Colleague Sensitivity programme must have had a significant effect on respondents' knowledge and behaviour, as well as attitudes.

The following conclusions were made regarding the relevance of the Colleague Sensitivity programme:

- all d-values were significant
- the mean scores all resorted under the category "*strongly agree*"
- the d-values generated by the Colleague Sensitivity programme compared favourably with that of the programmes collectively
- the programme is relevant for all personnel irrespective of rank/post, race/gender or province
- it stimulates creative thinking for dealing with relationship problems
- it is applicable to both personal and job related interpersonal relations and is, therefore,
- both a personal empowerment tool and a job enrichment instrument.

9. THE INFLUENCE OF THE QUALITY OF PRESENTATION

Apart from the measurement of the direct effect of the programme, it was also necessary to determine the influence that the quality of the programme presentation had on its impact. In this regard, it was assumed that possible differences in quality could have been caused by the fact that it was presented under varying circumstances in all 10 SAPS provinces by a total of 11 different social workers.

In order to determine the overall quality of the programme presentation, a specific scale was developed and included in the presentation evaluation questionnaire. This scale, entitled "Scale 6: Quality of presentation," consisted of four sub-scales. Sub-scales 6.1 and 6.2 were used to assess the presenters and focused both on their expertise and presentation skills. According to Rooth (2000:89), these are essential for effective programme presentation. Sub-scale 6.3 dealt with the quality of the learning process and Sub-scale 6.4 with the context in which the presentation took place.

The presentation evaluation questionnaire also included general questions. Respondents measured the length of the programme, the presentation pace, the balance between lectures and group involvement, as well as the language in which the programme was mostly presented.

The data generated by Scale 6 are summarized in Table 18. For the sake of interpretation, it is presented together with the data of the capacity building programmes collectively.

TABLE 18: EFFECT SIZE OF SCALE 6: QUALITY OF PRESENTATION

THE COLLEAGUE SENSITIVITY PROGRAMME						CAPACITY BUILDING PROGRAMMES COLLECTIVELY		
Sub-scale/questions	n	μ_{diff}	σ_{diff}	Effect size (d)	α	n	Effect size (d)	α
<i>Sub-scale 6.1: Evaluation of the presenter</i>	210	3.539	0.463	2.24*	0,87■	2354	2.06*	0.85■
1. The presenter is knowledgeable about the subject that he/she taught	206	3.631	0.540	2,09*		2334	1.84*	

2. The presenter could link the material to the participants' level of knowledge	208	3.505	0.581	1.73*		2337	1.57*	
3. The presenter was able to explain difficult and abstract concepts	210	3.533	0.588	1.76*		2339	1.53*	
4. The presenter succeeded in keeping me interested in the subject	209	3.540	0.571	1.82*		2337	1.71*	
5. The presenter was enthusiastic about the subject he/she taught.	209	3.497	0.605	1.65*		2308	1.62*	
Sub-scale 6.2: Evaluation of the presenters' presentation skills	210	3.783	0.454	2.82*	0.87■	2354	2.27*	0.86■
6. I could clearly hear what the presenter was saying (e.g. it was loud enough and in an accent that I could understand)	210	3.586	0.557	1.95*		2346	1.75*	
7. The presenter was skilful in the use of the teaching media (e.g. transparencies and or writing on newsprint/the blackboard)	209	3.526	0.564	1.82*		2340	1.60*	
8. The presenter encouraged participant involvement (e.g. by asking questions and or promoting discussions)	209	3.670	0.481	2.43*		2340	1.96*	
9. The presenter prepared himself/herself thoroughly for the presentation	210	3.624	0.514	2.18*		2330	1.74*	
10. What is your overall rating of the presenter's presentation skills?	209	4.517	0.651	2.33*		2324	2.77*	
Sub-scale 6.3: Evaluation of the learning process	210	3.485	0.483	2.04*	0.90■	2353	2.06*	0.91■
11. In the beginning, the presenter gave a clear overview of what we could expect during the course/programme	210	3.290	0.689	1.15*		2351	1.48*	
12. The presenter made sure that participants understood a subject before continuing on to a next subject	210	3.567	0.560	1.91*		2350	1.75*	
13. At the end, the presenter gave a summary of the material that was covered	205	3.468	0.598	1.62*		2332	1.54*	
14. The presenter was able to communicate on my level	209	3.574	0.568	1.89*		2335	1.76*	
15. It was easy to understand the material that was presented	210	3.457	0.619	1.55*		2342	1.72*	
16. The material that was covered, will be useful	210	3.510	0.580	1.74*		2334	1.68*	
17. The course stimulated my interest in the subject.	210	3.529	0.620	1.66*		2349	1.69*	

Sub-scale 6.4: Evaluation of the presentation context	210	4.190	0.621	1.92*	0.84■	2326	2.49*	0.81■
18. How would you rate the venue?	210	3.857	0.895	0.96*		2308	1.36*	
19. How would you rate the quality of the learning material that was presented?	210	4.195	0.695	1.72*		2317	2.41*	
20. How would you rate quality of the teaching media (e.g. transparencies and or handouts)?	210	4.366	0.714	1.91*		2316	2.36*	
21. How well was the course/ programme organised?	210	4.342	0.689	1.95*		2311	2.34*	

■ Reliable scale according to CA (Cronbach alpha coefficient)

* Practically significant

The implications of the various sub-scales will be discussed below.

9.1 THE INFLUENCE OF THE PRESENTER

The overall rating (2.24) of the presenters' level of expertise was very high (cf. Table 18). The difference between this rating and the effect size of 2.06 for the capacity building programmes collectively might indicate that the 11 social workers that presented the Colleague Sensitivity Programme were relatively better equipped for this task than the rest. This could be due to the special requirements associated with CS training (cf. heading 3).

The d-value of 2.09 generated by *Question 1* is much higher than the 0.8 Spatz (2001:74-5) and Steyn (1999:3) consider to indicate a practically significant effect size. Consequently, it seems that the 11 presenters of the Colleague Sensitivity programme were evaluated to be extremely knowledgeable about the subject matter. The mentioned effect size was also higher than the 1.84 produced by all the capacity building programmes collectively. This could indicate that the programme requires presenters to be extremely knowledgeable in order for them not to focus on the content, but on the group process.

Question 4 produced the second highest effect size relating to the Colleague Sensitivity programme (1.82). This rating, which was a bit higher than the 1.71 for the programmes collectively, indicated that the presenters succeeded in keeping the learners interested in the subject. One could hypothesize that presenters need to be skilled in keeping participants interested in the subject, since the abstract nature of the content and the group discussions could lead to learners losing track of the actual message.

The Colleague Sensitivity programme managed to obtain much higher d-values for *questions 2 and 3*. The presenters' ability to link the material to the participants' level of knowledge was rated 1.73 as opposed to the 1.57 generated by the programmes collectively, while the ability to explain difficult concepts scored 1.76 vs. 1.53. These ratings add additional motivation why presenters need to be skilled in presenting the programme. The presenters' enthusiasm was also evaluated to be slightly higher than that of the programmes collectively (1.65 vs. 1.62).

Since all the effect size ratings were above 0.8, it is clear that the presenters' competencies regarding the presentation of the Colleague Sensitivity programme were of a high quality. Consequently, it could be concluded that a high level of expertise was demonstrated in the presentation of the programme and that this factor would not have had a detrimental effect on the programme's impact.

9.2 THE INFLUENCE OF THE PRESENTERS' PRESENTATION SKILLS

The overall d-value of 2.82 that was generated by the Sub-scale 6.2 indicates a practically significant effect in this dimension (cf. Spatz, 2001:74-5 and Steyn 1999:3). This measurement differs markedly from the 2.27 obtained by the programmes collectively. The presenters' presentation skills were, therefore, evaluated to be of an extremely high quality. The following could be deduced from some of the individual questions that constituted the sub-scale:

- *question 8*, which focused on the encouragement of participant involvement, obtained the highest d-value of 2.43. The effect size rating was significantly higher than the 1.96 of the programmes collectively
- *question 10* generated the second highest d-value in the sub-scale, but its 2.33 was lower than the 2.77 produced by the PCBP's collectively. No reason for this discrepancy could be found
- the d-value (2.18) generated by *Question 9* indicates that the presenters of the Colleague Sensitivity programme acknowledged the importance of thorough preparation. This d-value was higher than that produced by the programmes collectively (1.74)
- the CS programme's presenters use of teaching media (*Question 7*) was rated higher than that of the PCBP's collectively (1.82 vs 1.60). The detailed design of the programme content and media could have contributed to this difference.

Since all the sub-scale's questions generated significant d-values that were mostly higher than that of the programmes collectively, it is clear that the very nature of the Colleague Sensitivity programme requires a high level of skill. Presenters seemed to have acknowledged this and were consequently thoroughly prepared. This also contributed to their ability to reach programme objectives.

9.3 THE INFLUENCE OF THE LEARNING PROCESS

Although the overall effect size of 2.04 for Sub-scale 6.3 is high, it is basically the same as the 2.06 for the capacity building programmes as a whole. The following could be deduced from the individual questions:

- it would seem that the factor which contributed most toward the successful presentation of the programme was the fact that participants understood the subject matter before moving on to the next. *Question 12* generated a d-value of 1.91, which was also higher than the 1.75 produced by the programmes collectively
- since *Question 14* obtained the second highest d-value (1.89), it seems as though respondents valued the presenters' ability to communicate at their level. This rating was also higher than the 1.76 generated by the PCBP's collectively. This aspect is important since it enables individuals to progress with the group
- the d-value of 1.74 for *Question 16* indicates that the material was considered to be useful. This compares favourably with the effect size of the combined PCBP's 1.68. In the Colleague Sensitivity programme, material is used as a means to an end and the results seem to indicate that the material does complement the learning process
- *question 17's* d-value of 1.74 indicated that the course stimulated participants' interest in the subject. This was also the case with the other programmes, since they produced a d-value of 1.69
- the presenters tended to provide a summary of the material covered at the end of the workshop (*Question 13*). This was also done in the other programmes as well (d-value of 1.62 vs. 1.54). With the Colleague Sensitivity programme, this is extremely important since the themes build on one another. A summary consequently allows participants to form a complete view of the programme
- the small difference in effect size (1.55 vs. 1.72) in *Question 15* indicates that the material covered in the Colleague Sensitivity programme was not as easy to understand as that contained in the

other programmes. This might explain why presenters focus so much on making sure respondents understand a subject before moving on to the next and why they needed to be skilled in facilitating the group process

- there was also a small difference in effect size for *Question 11* (1.15 vs. 1.48). This indicated that presenters of the Colleague Sensitivity programme need to pay attention to giving a clear overview of what could be expected during the programme. A factor that might influence the experience regarding the provision of a clear overview is the fact that the terminology referred to is unfamiliar to the respondents and that they only become acquainted with it as the presentation progresses.

9.4 THE INFLUENCE OF THE PRESENTATION CONTEXT

Sub-scale 6.4 generated a d-value of 1.92 as opposed to the 2.49 obtained by the programmes collectively. This reflects a practical significant difference in effect size. It indicates that the deliverables were of a high quality, but were not always on a par with that of the other programmes and could, therefore, be improved.

Some of the reasons for the programme's lower 'score' could be found in the responses to individual questions. These were the following:

- *question 21* generated the highest d-value (1.95) of Sub-scale 6.4. This indicates that respondents were of the opinion that the course was well organised. There is, however, a marked difference in effect size when this is compared with the 2.34 produced by the PCBP's as a whole. The reason for this might be found in the presenters' clarifying notes (Table 29) where it was indicated that employees were not informed that they were nominated well in advance
- the quality of the transparencies and handouts was rated second highest at 1.91. There was, once again, a difference when this d-value was compared with the 2.36 of the programmes collectively. This might also be clarified by presenters that indicated that the programme could be improved by transparencies that summarising each module (see Table 29)
- the d-value of *Question 19*, which measured the quality of the learning material, was 1.72. Although this is practically significant, it differed moderately from the 2.41 obtained by the PCBP's collectively. This result could once again be linked to the presenters' recommendations concerning the improvement of the programme. They mentioned that more practical exercises were needed
- *question 18* allowed participants to rate the venues in which the Colleague Sensitivity programme were presented. It produced a d-value of 0.96 as opposed to the 1.36 generated by the programmes as a whole. In spite of this lower rating, it did not seem to have influenced participants' experience of the programme significantly.

9.5 OTHER INFLUENCES

The presentation evaluation questionnaire also covered a number of other issues that could have had a positive or a negative influence on the programme's effect. These entailed the length (duration) of the programme, its pace, the balance between presentation and group involvement and the language in which the programme was conducted. Because of the type of questions that were used, it is only possible to interpret the data by means of descriptive statistics.

Respondents evaluated the length of the programme by means of a five-point scale. The results are presented in Table 19.

TABLE 19: THE LENGTH OF THE PROGRAMME

QUESTION 28	HOW WILL YOU RATE THE LENGTH OF THE COURSE/PROGRAMME?					MEAN FOR COLLEAGUE SENSITIVITY	MEAN FOR COLLECTIVE PROGRAMMES
Responses (n = 148)	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. It was much too short		
Frequency	6	16	135	41	11	3.17	3.15
Percentage	2.87%	7.66%	64.59%	19.62%	5.26%		

The programme's mean score of 3.17 falls slightly above the mid-point of the category "The length was just right". This is mainly due to 24.88% of the respondents who were of the opinion that the programme was either a little or much too short. Although this compared quite favourably with the mean of the capacity programmes as a whole, it should be seen as an area of concern. In spite of this potential deficiency, it did not seem as though the length had any marked negative influence on the effect on the programme. However, it might have reflected in the respondents' experience of the presentation context. Further investigation into the matter revealed that one of the presentations commenced two hours late each day. The presenter also indicated that it definitely impacted on the presentation. Another presenter needed to present the programme in one day (cf. Table 29).

As in the case of the length of the programme, respondents were requested to evaluate the pace of the presentation. This was conducted by means of a five-point scale and the results are contained in Table 20.

TABLE 20: THE PACE OF THE PRESENTATION

QUESTION 29	HOW WILL YOU RATE THE PACE OF THE PRESENTATION?					MEAN FOR COLLEAGUE SENSITIVITY	MEAN FOR COLLECTIVE PROGRAMMES
Responses (n = 148)	1. The pace was much too slow	2. The pace was a little too slow	3. The pace was just right	4. The pace a little too fast	5. The pace was much too fast		
Frequency	3	13	181	10	3	2.99	3.07
Percentage	1.43%	6.19%	86.19%	4.76%	1.43%		

The mean of 2.99 indicates that 86.19% of the respondents experienced the pace as just right. The 13.81% of respondents who were dissatisfied with the pace might have been part of the groups who started late. But since the mean compared favourably with that of the programmes collectively, the mentioned state of affairs seemed not to have influenced the outcome of the presentation negatively.

The balance between the presentation and group involvement was collected by means of a four-point scale. The results are reflected in Table 21.

TABLE 21: THE BALANCE BETWEEN THE PRESENTATION AND GROUP INVOLVEMENT

QUESTION 30	HOW WILL YOU RATE THE BALANCE BETWEEN THE TIME SPENT ON THE PRESENTATION AND TIME SPENT ON GROUP INVOLVEMENT?				MEAN FOR COLLEAGUE SENSITIVITY	MEAN FOR COLLECTIVE PROGRAMMES
Responses (n = 148)	1. Too much time was spent on the presentation	2. A good balance	3. Too much time was spent on group involvement	4. There was no group involvement		
Frequency	5	194	9	1	2.03	2.08
Percentage	2.39%	92.82%	4.31%	0.48%		

Of the respondents, 92.82% evaluated the balance between the presentation of information and group involvement as good. This, together with the mean score of 2.03, indicates that the mentioned facet of the programme compared favourably with the d-value obtained by the programmes collectively (2.08). This finding was confirmed by the d-value of 2.43 which was produced by Question 8 (cf. Table 18). From previous discussions it became clear that this aspect had a positive influence on the reaching of programme outcomes.

The last aspect regarding the presentation evaluation questionnaire which needs to be reflected on is the language which was used mostly throughout the presentation. The question was included since the programmes are only available in English. If other languages were to be used, it would impact on the presentation since presenters would need to translate information constantly. The teaching media (eg. transparencies, handouts and exercises) would have been inappropriate and consequently the length of the presentation would have been influenced. On the other hand, the results could indicate whether the programmes need to be translated.

The data obtained in this regard is displayed in Table 22.

TABLE 22: THE LANGUAGE MOST USED IN THE PRESENTATION OF THE PROGRAMME

QUESTION 31	WHICH LANGUAGE WAS USED THE MOST IN THE PRESENTATION OF THE COURSE/PROGRAMME?					
<i>Responses</i> (n = 148)	<i>Afrikaans</i>	<i>English</i>	<i>Sotho</i>	<i>Tswana</i>	<i>Zulu</i>	<i>Others</i>
Frequency	23	180	3	1	2	0
Percentage	11%	86.12%	1.44%	0.48%	0.96%	0%

The indication that 13.88% of the programme were presented in languages other than English might have impacted on the presentation of the programme and the evaluation of the learning process (Question 15) as well as the presentation context (Question 19 & 20).

Regarding the influence of the quality of presentations, the following could be said: presenters were knowledgeable on the subject and could keep participants interested. Their lowest d-value was with regards to their enthusiasm. They scored high for encouraging participant involvement, their overall presentation skills and preparing thoroughly. Their lowest d-value was obtained for skillful use of teaching media. Concerning the evaluation of the learning process, their making sure participants understood before moving on to the next subject generated the highest d-value. This was followed by them being able to communicate at the participants' level. The lowest d-value was received for giving a clear overview of the programme. According to the respondents, the presentation context was of a high quality, but could be improved. Other factors eg. the length of the presentation were a potential deficiency, but did not seem to have any marked negative influence on the effect of the programme. Some respondents were also not satisfied with the pace of the programme. Respondents were of the opinion that there was a balance between the presentation and group involvement. The presentation of the programme in languages other than English might have had an impact on the length and pace of the presentation as well as on the quality of the learning material and teaching media.

Therefore, presenters were competent in conveying the content of the Colleague Sensitivity programme, they used a high level of presentation skills to facilitate the learning process effectively. The presentation context was of high quality, but not always on par with that of the other programmes.

10. THE PRESENTER'S EVALUATION OF THE PROGRAMME

The presenters of the programme also had to complete a presenter's evaluation questionnaire. The questionnaire, which was similar to the presentation evaluation questionnaire, enabled presenters to evaluate their expertise, their presentation skills, the learning process, the learning context and the relevance of the programme. This was done by means of four and five-point scales. Open ended questions were included to make provision for recommendations concerning the themes which were covered or needed to be included, positive or negative aspects of the programme and ways in which the programme could be improved.

A total of 17 questionnaires were completed by the 11 social workers who presented the programme. The results will be discussed according to the sections contained in the questionnaire. Since the number of presenters was low, descriptive statistics will be utilized instead of the high level statistical analysis implemented with the rest of the calculations. In some instances, the presenters' responses will be compared with that of the respondents.

The data obtained regarding the presenters' evaluation of the relevance of the programme is contained in Table 23.

TABLE 23: THE PRESENTERS' EVALUATION OF THE RELEVANCE OF THE PROGRAMME

QUESTIONS	PRESENTERS (n = 17)				PROGRAM- ME	RESPONDENTS (n = 2326)
	OPTIONS AND RESPONSES					
	<i>Strongly disagree (%)</i>	<i>Disagree (%)</i>	<i>Agree (%)</i>	<i>Strongly agree (%)</i>	<i>Mean</i>	<i>Mean</i>
22. The programme stimulated the participants' creative thinking	0 0.00%	0 0.00%	11 64.70%	6 35.29%	3.45	3.38
23. The participants will be able to apply the new knowledge and insights that they have gained in their jobs	0 0.00%	0 0.00%	10 58.82%	7 41.17%	3.46	3.43
24. I feel that the programme will help the participants do their jobs better	0 0.00%	0 0.00%	9 52.94%	8 47.05%	3.43	3.42
25. The participants will be able to apply the new knowledge and insights that they have gained in their daily lives	0 0.00%	0 0.00%	10 58.82%	7 41.17%	3.45	3.46
26. I feel that the programme will help participants to live their lives in a better way	0 0.00%	0 0.00%	8 47.05%	9 52.94%	3.51	3.5
27. All SAPS personnel should receive this programme.	0 0.00%	0 0.00%	16 94.11%	1 0.05%	3.76	3.7

The mean of 3.76 indicated that presenters strongly agree that all SAPS employees should attend the programme. The mean correlates favourably with that of the programmes collectively as well as the respondents' opinion in this regard (cf. Table 17).

In the case of Questions 23 – 26 the means pointed out that the presenters strongly agreed that participants will be able to apply the new knowledge and insights in their daily lives (including their jobs) and that it would help them live their lives and do their jobs in a better way.

An interesting trend which came to the fore regarding both the presenters and the participants' mean scores was that they were of the opinion that the programme will help them live their lives in a better way (Question 26) and that they will be able to apply the new knowledge in their work, but that it would, to a lesser extent, help them to do their work better.

Therefore, it seems as if they perceive the programme to have an effect on their relationships in general, but not to influence their work performance per se.

The following table (Table 24) contains the results of the presenters' assessment of themselves in terms of knowledge, ability to link material to respondents' knowledge level, ability to explain difficult concepts, etc.

TABLE 24: THE PRESENTERS' SELF-ASSESSMENT

QUESTIONS	PRESENTERS (n = 17)*					RESPONDENTS (n = 2354)
	OPTIONS AND RESPONSES				PROGRAM- ME	
	<i>Strongly disagree</i> (%)	<i>Disagree</i> (%)	<i>Agree</i> (%)	<i>Strongly agree</i> (%)	<i>Mean</i>	<i>Mean</i>
1. I am knowledgeable about the subject that I taught	0 0.0%	0 0.0%	10 58.82%	7 41.17%	3.63	3.55
2. I was able to link the material to the participants' level of knowledge	0 0.0%	0 0.0%	11 64.70%	6 35.29%	3.50	3.43
3. I was able to explain difficult and abstract concepts	0 0.0%	0 0.0%	9 52.94%	8 47.05%	3.53	3.45
4. I succeeded in keeping participants interested in the subject	0 0.0%	0 0.00%	11 64.70%	6 35.29%	3.54	3.49
5. I was enthusiastic about the subject that I taught.	0 0.0%	0 0.0%	10 58.82%	7 41.17%	3.50	3.46

Question 1 (knowledgeability of the presenters) generated the highest mean and Question 4 (keeping participants interested in the subject) the second highest. Then followed Question 3 (ability to explain difficult concepts), Question 2 (ability to link the material to the participants' knowledge level) and lastly Question 5 (enthusiasm about the subject). The same tendency was found in the respondents' evaluation. Therefore, it could be concluded that the presenters' self assessment were accurate.

Table 25 reflects the results of the presenters' evaluation of their presentation skills. It also includes their overall rating of their presentation skills.

TABLE 25: THE PRESENTERS' EVALUATION OF THEIR PRESENTATION SKILLS

QUESTIONS	PRESENTERS (n = 17)*					RESPONDENTS (n = 2354)	
	OPTIONS AND RESPONSES				PROGRAM-ME		
	<i>Strongly disagree (%)</i>	<i>Disagree (%)</i>	<i>Agree (%)</i>	<i>Strongly agree (%)</i>	<i>Mean</i>	<i>Mean</i>	
6. Participants could clearly hear what I was saying	0 0.00%	0 0.00%	11 64.70%	6 35.29%	3.59	3.52	
7. I am skilful in the use of the teaching media	0 0.00%	0 0.00%	10 58.82%	7 41.17%	3.53	3.45	
8. I encouraged participant involvement	0 0.00%	0 0.00%	11 64.70%	6 35.29%	3.67	3.58	
9. I prepared myself thoroughly for the presentation	0 0.00%	1 05.88%	10 58.82%	6 35.29%	3.62	3.54	
QUESTION 10	<i>Poor (%)</i>	<i>Fair (%)</i>	<i>Average (%)</i>	<i>Good (%)</i>	<i>Very good (%)</i>	<i>Mean</i>	<i>Mean</i>
10. What is your overall rating of your presentation skills?	0 0.00%	0 0.00%	1 05.88%	13 76.47%	3 17.64%	4.52	4.5

All the mean scores of the above mentioned questions resorted within the “*strongly agree*” category which suggests that the presenters generally evaluated their presentation skills as good. There is a remarkable comparison between the results in the above mentioned table and that of the respondents’ evaluation (Table 18). Both rated the overall presentation skills as outstanding. Both indicated that the presenters encouraged participation. Both concluded that the presenters valued thorough preparation. The respondents affirmed that they could clearly hear the presenters. The results from the respondents’ evaluation confirmed that the presenters were skillful in using the teaching media.

Differences in mean scores were insignificant, but will be reflected on, since they might indicate the factors playing a major role in the effective presentation of the programme. Presenters’ mean scores for encouraged participation, preparation and being heard were higher than that of the respondents.

The presenters’ evaluation of the learning process, which includes the usefulness of the material covered, is set out in Table 26.

TABLE 26: THE PRESENTERS' EVALUATION OF THE LEARNING PROCESS

QUESTIONS	PRESENTERS (n = 17)*					RESPONDENTS (n = 2353)	
	OPTIONS AND RESPONSES				PROGRAM		
	<i>Strongly disagree (%)</i>	<i>Disagree (%)</i>	<i>Agree (%)</i>	<i>Strongly agree (%)</i>	<i>Mean</i>	<i>Mean</i>	
11. In the beginning, I gave a clear overview of what participants could expect during the course/ programme	0 0.00%	2 11.76%	6 35.29%	9 52.94%	3.29	3.38	
12. I made sure that participants understood a subject before continuing on to a next subject	0 0.00%	0 0.00%	8 47.05%	9 52.94%	3.57	3.48	
13. At the end, I gave a summary of the material that was covered	0 0.00%	2 11.76%	7 41.17%	8 47.05%	3.47	3.42	

14. I was able to communicate on the participants' level	0 0.00%	0 0.00%	7 41.17%	10 58.82%	3.57	3.51
15. It was easy for participants to understand the material that was presented	0 0.00%	2 11.76%	10 58.82%	5 29.41%	3.46	3.48
16. The material that was covered will be useful	0 0.00%	0 0.00%	7 41.17%	10 58.82%	3.51	3.49
17. The course stimulated participants' interest in the subject.	0 0.00%	0 0.00%	7 41.17%	10 58.82%	3.53	3.5

Since all the mean scores resorted within the category “*strongly agree*”, it was clear that the presenters evaluated the learning process as efficient. The highest mean score obtained by the presenters and the respondents was in Question 12 (to make sure that participants understood the subject matter before moving on to the next). Question 14 (ability to communicate on the participants' level) generated an equally high score according to the presenters' evaluation. This compared favourably with the respondents' mean score. There were also no significant differences in the mean scores of the presenters and respondents' evaluation of Question 16 (usefulness of the material) and Question 17 (the course stimulated participants' interest in the subject). This was also the case with the mean scores of Question 13 (a summary of the material covered was given), Question 15 (it was easy to understand the material) and Question 11 (an overview of the course was given).

Once again it could be noted that the mean scores did not differ significantly. Taking a closer look at the slight differences which occurred might indicate the factors presenters should take cognisance of. Presenters rated Question 12, 13, 14 and 16 slightly higher than the respondents. The respondents on the other hand scored higher in Question 11. This stresses the importance of presenters communicating on participants' level, ensuring that they understand before continuing and summarizing at the end. The fact that the presenters scored slightly lower in Question 11 than the participants might be a reflection of the presenters being too critical of their own performance.

The presenters' evaluation of the presentation context, i.e. the quality of the arrangements preceding the presentation, is displayed in Table 27.

TABLE 27: THE PRESENTERS' EVALUATION OF THE CONTEXT

QUESTIONS	PRESENTERS (N = 17)*						RESPONDENTS (n = 2326)
	OPTIONS AND RESPONSES					PROGRAM- ME	Mean
	Very bad (%)	Bad (%)	Average (%)	Good (%)	Very good (%)	Mean	
18. How would you rate the venue?	2 11.76%	1 5.88%	9 52.94%	3 17.64%	2 11.76%	3.86	3.92
19. How would you rate the quality of the learning material that you presented?	0 0.00%	0 0.00%	2 00.76%	13 76.47%	2 11.76%	4.20	4.23
20. How would you rate the quality of the teaching media?	0 0.00%	0 0.00%	3 17.64%	11 64.70%	3 17.64%	4.37	4.28
21. How well was the programme organised?	0 0.00%	0 0.00%	0 0.00%	14 82.35%	3 17.64%	4.34	4.30

The mean scores indicate that the presenters generally evaluated the presentation context as good. The highest mean was related to the quality of the teaching media (Question 20). This was followed by Question 21 (how well the programme was organised) and Question 19 (the quality of the learning material). The venue (Question 18) generated the lowest mean (a mean which was considerably lower than the rest of the ratings). It was furthermore the only question with responses in the *Bad* and *Very bad* categories as well as a high percentage of responses to the *Average* option. This was to some extent explained by the presenters' clarifying notes set out in Table 29. They mentioned that external noise was disturbing, the venue was extremely hot and that the presentation had to be conducted in a canteen.

These results generally corresponded with that of the respondents' evaluation. The differences in the ratings were insignificant, but might be worth mentioning, since it could give an indication of how important the aspect was to the successful implementation of the programme. The presenters rated the quality of the teaching media and how well the course was organised a bit higher than the respondents who rated the venue and quality of the learning material higher.

The conclusion which was reached was that the venues posed a challenge to most of the presenters, but they seemed to have managed well, since it did not hamper the learning process to a great extent. Both the respondents and presenters' results actually indicated that the teaching media should be improved.

The presenters' questionnaire included open-ended questions where presenters could make recommendations regarding topics that should be added or left out of the programme, themes that should be covered in greater depth and the elements that were most or least helpful in presenting the programme. Presenters were also encouraged to indicate how the programme could be improved. The comments on the topics which the programme needs to consist of are summarized in Table 28:

TABLE 28: RECOMMENDED CHANGES TO THE CONTENTS OF THE PROGRAMME

1. TOPICS TO BE ADDED	2. TOPICS TO BE LEFT OUT	Number of responses	3. THEMES TO BE COVERED IN GREATER DEPTH	Number of responses
None	• Rational Emotive Theory	1	• Personality types	4
	• Labelling	1	• Rational Emotive Theory	4
			• Adult communication	2
			• Locus of control	1
			• Labelling	1

One presenter was of the opinion that Rational Emotive Theory and labelling needed to be left out of the programme, while four (4) others indicated that RET should actually be dealt with in greater depth. One presenter pointed out that labelling should be handled in greater depth. Therefore, it seems as if the compilation of the programme was sufficient and that RET, adult communication and locus of control, as well as labelling should be discussed in greater depth.

The other factors that were covered by the open questions included the elements that were most/least helpful in presenting the programme and the improvements that could be made to it. The gist of the presenters' responses to these questions is summarized in Table 29.

TABLE 29: THE PRESENTERS' RESPONSES TO OPEN ENDED QUESTIONS

QUESTIONS	PRESENTERS	PROGRAMME	PRESENTATION	PERSONNEL	CONTEXT
4. Elements that were most helpful in presenting the programme		• The compilation of the programme. x2 • The philosophy of the programme and the video x2 • Learning material x1 • Presenters guide x1 • Exercises x1 • The Keirsey Temperament Sorter x1			
5. Elements that were least helpful in presenting the programme	• More information is needed about the levels of communication x1	• The timeframes indicated in the presenters guide x1		• The attitude of some employees x1	• Limited funds to provide participants with refreshments x1
6. Improvements that could be made	• All new Social workers should be trained in the Keirsey Temperament Sorter x1	• Simplify the subject matter, it is too academic x1 • Practical team building type of exercises x2 • More practical exercises especially about locus of control & RFT x1	• References for further reading x2 • Some booklet summarizing the programme x1 • Transparencies for summarizing each module x1	• It is of the utmost importance that all personnel working closely together attend the programme together x2 • This programme needs to be followed up! x1	• Suitable venues & venues away from the working environment x4
7. Clarifying notes	• This programme will help members to understand each others feelings, likes/ dislikes and how to deal with conflict constructively. • The programme will assist attendees to understand their colleagues' behaviour and equip them to be more sensitive towards them		• Started two hours late every day • Presentation started late and it definitely impacted on presentation • I had to present in one day	• To comply with the equity requirements of the research programme, personnel were from different components, however the impact of the programme is enhanced when it is presented to ONE component • Employees were not informed that they were nominated well in advance – thus some were not motivated to attend. They also had an issue with management not attending.	• External noise was disturbing • Venue was extremely hot • Venues not of high standard • Had to present in canteen • Overhead projector didn't focus well

Presenters found the compilation of the programme, the learning material and the presenters guide with its exercises the most helpful in the presentation of the programme (see Table 29). On the other hand, insufficient background information, inaccurate time frames allocated to topics in the presenters'

guide, limited funds and the attitude of personnel were least helpful. It was recommended that the subject matter be simplified and references for further reading added. The presenters guide should include more practical exercises and transparencies should summarize each module. Other recommendations centered on the choice of target group and the selection of venues.

The following five main conclusions could be drawn from the presenters' evaluation of the programme:

- presenters were of the opinion that they were knowledgeable, succeeded in keeping participants interested in the subject and could explain difficult concepts. The lowest mean was obtained for the ability to link the material to the participants' knowledge level and their enthusiasm
- they rated their overall presentation skills as high, encouraged participant involvement and prepared thoroughly. The skilful use of teaching media produced the lowest mean
- with reference to the learning process, they made sure that participants understood material before continuing and they were able to communicate on participants' level. The lowest mean reflected on giving a clear overview of the programme in the beginning
- in the case of the presentation context, the quality of the teaching media obtained the highest mean score, followed by how well the course was organised. The rating of the venue produced the lowest mean
- according to the open ended questions, the compilation of the programme was sufficient. More indepth discussions were recommended together with a request for the subject matter to be simplified and references for further reading to be added. They also recommended that the presenters guide should include more practical exercises and transparencies summarizing each module, that the target group should consist of personnel working closely together and that funds be made available to obtain suitable venues away from the work environment.

11. FINDINGS AND IMPLICATIONS

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

The EPCBP research project involved a total of 4 303 participants. It consisted of the 3 437 respondents who formed part of the experimental groups, the 720 personnel who were involved in the comparison groups and the 146 Social Workers who conducted presentations. Together they represented 3,25% of the total workforce of SAPS (132482) at that time. It is more than the minimum sample of 1% to 2% normally required from studies of this nature (Stoker in Strydom & De Vos, 1998:192-193).

In the measurement of the outcomes of the Colleague Sensitivity programme, the experimental group consisted of 224 respondents and the comparison group consisted of 50 employees (cf. Tables 2 - 4). In both instances, sampling was based on availability (Strydom, 1999:5,69; Zechmeister & Posavac, 2003:11). In order to make the experimental and comparison groups as representative of the total SAPS population as possible, rank/post, race, gender and province were used as criteria.

The composition of the experimental group was generally in line with that of the total population. The only deviation worth mentioning was in terms of the Public Act Personnel who were 6.61% under-represented. The comparison group on the other hand, was 4.93% over-represented by non-

commissioned officers and 11.8% under-represented by Public Service Act personnel. These (mostly small) differences did not, however, seem to influence the outcome of the research.

Regarding the distribution of race/gender, blacks were under-represented in both the experimental and comparison groups. The coloureds and whites were over-represented in the comparison group. Both the experimental and comparison groups were under-represented in Gauteng and over-represented in the Northern Cape. From the analysis of the data it did not seem as though any of these deviations had any marked negative effect on the outcome of the research.

Due to the unique composition of the programme, it was not feasible to make use of standardised questionnaires. New measuring instruments were, therefore, designed and to some extent standardised. This turned out to be a difficult process which was not successful in all respects. Consequently it was decided to make use of triangulation. This implied that there were three primary measuring instruments used on the intra-method basis. They were the KAB questionnaires that covered knowledge, attitudes and behavioural change, an evaluation of value scale and a presentation evaluation questionnaire with programme relevance and programme quality scales. The fourth questionnaire, the presenter's evaluation questionnaire, was viewed as a secondary measuring instrument as it could not be subjected to the same high level of statistical analysis as the others.

The *reliability* of the particular measuring instruments was determined by calculating the Cronbach alpha coefficient of each scale or sub-scale. A score of 0,5 or higher was considered to be an acceptable reliability coefficient. In the study, one of the three KAB scales did not meet this requirement. Consequently, the effect size of some individual questions in the particular scale was used to indicate change.

In order to determine the effect of the programme, it was necessary to ascertain personnel's level of knowledge, attitudes and related behaviour prior to the intervention. These were established by means of pretests. After which the experimental group was subjected to the programme and their new level of knowledge, attitudes and behaviour was measured with posttest questionnaires. The two sets of results were then compared to determine the net effect of the intervention.

From the analysis it was found that the programme brought about a marked increase in the experimental group's *knowledge* especially of adult communication, RET and locus of control. Although the results that were achieved with *behaviour* modification were somewhat mixed, they generally tended to be medium to large. There was especially a marked improvement in the respondents' ability to communicate on the adult level, while there was also a discernable change in their locus of control and RET related behaviour. Because of deficiencies in the questionnaire, no conclusive results were achieved regarding the extent to which the programme had an impact on its recipients' *attitudes*. Individual questions, however, indicated at least a small to medium effect.

The data that was generated by the KAB questionnaires contained indications that the programme was of particular value to the respondents and relevant to their personal and professional lives.

When the results of the influence of the quality of presentations and the presenters' evaluation of the programme were compared, the following came to the fore: the respondents' results confirmed that presenters were knowledgeable on the subject and could keep participants interested. The respondents' questionnaire indicated that the d-value with regards to presenters' enthusiasm was the lowest. This differed from the presenters' results where the ability to link the material to the participants' knowledge level and the presenters' enthusiasm both obtained the lowest mean.

The presenters' evaluation of their presentation skills was confirmed by the respondents' results. Therefore, it could be concluded that the presenters' overall presentation skills were of a high standard. They encouraged participant involvement and prepared thoroughly. Their skillful use of teaching media generated the lowest d-value and mean.

The results concerning the presenters' evaluation of the learning process were also confirmed by the respondents' questionnaire. They made sure that participants understood before continuing and were able to communicate on participants' level. The lowest d-value and mean were received for giving a clear overview of the programme in the beginning.

With regard to the presentation context, the results of the two measurement instruments compared favourably. This indicated that the courses were well organised and the quality of teaching media were good, but the venues not. The respondents' evaluations which indicated a potential deficiency in the length and pace of the programme were put into perspective by the presenters' clarifying notes. One of the presentations commenced two hours late every day and another was conducted in one day. The programmes which were (partially) presented in languages other than English also impacted on the length and pace of presentations. Respondents were of the opinion that there was a balance between presentations and group involvement.

Through the completion of the open ended questions, presenters indicated that the compilation of the programme was sufficient, but they verbalised a need for more indepth discussions. They requested that the subject matter be simplified and references for further reading be included. They recommended that the presenters guide should include more practical exercises and transparencies summarizing each module, that the target group consist of personnel working closely together and that funds be made available to obtain suitable venues away from the work environment.

From all the measurements it could be concluded that the Colleague Sensitivity programme has a practical significant effect on participants' knowledge, attitudes and behaviour. It was also abundantly clear that it not only improved their job performance and functioning, but also benefited them personally. If both the respondents' and presenters' recommendations are accepted, the organization should commit itself to ensuring that all SAPS personnel attend this programme.

12. GUIDELINE FOR THE IMPROVEMENT OF THE PROGRAMME

In spite of its success, the content and presentation of the CS programme was not without its shortcomings. The research results were, therefore, also used as a basis to formulate the following 17 guidelines for its further improvement:

- the programme should be marketed in such a manner that management would be convinced of the necessity of attending. This will not only provide an opportunity for them to experience the value thereof, but will also curb participants' complaints about management not attending presentations
- the importance of presenting the programme to Sections as a whole needs to be marketed in order for the organisation to support Sections to be able to attend for two consecutive days
- a mandate for the presentation of the programme at suitable venues away from the work environment needs to be obtained
- a marketing strategy should be put in place to ensure that all personnel attend the programme and the recommended follow up sessions

- attention needs to be paid to the arrangement of presentations to ensure that personnel are informed well in advance
- the quality of the presentation of the programme needs to be monitored. This implies that Social Workers need to internalise the content of the programme and their presentation skills, especially their skills with regard to the facilitation of the group process need to be assessed and enhanced
- it is recommended that presenters are trained in the utilization of the Keirsey Temperament Sorter
- the programme content needs to be simplified and references, practical exercises as well as transparencies added
- it is important for Social Workers presenting the programme to be in contact with each other to share best practices, eg. stimulating discussion about feedback received from participants on how the programme impacted on their lives
- the above mentioned information could be used to change employees' attitude about attending a two day programme amidst a high workload. This is crucial in creating an atmosphere in which learning could take place
- assistance is also needed with the content of the overview which is given at the beginning of the presentation, since respondents were of the opinion that it was unclear
- it seems as if the results from the KAB questionnaires indicated that respondents found Conflict and Rational Emotive Theory to be a bit more challenging to understand. It is suggested that Social Workers brainstorm ways in which to explain these themes and to link them to learners' knowledge level
- on the other hand, the value of the programme scale indicated that respondents were quite interested in the themes Adult Communication, Locus of Control and Transactional Analysis
- however, in general, presenters requested that more practical exercises be included in the presenters' guideline and that the teaching media be revised to include eg. transparencies summarising each module
- the relevance of the programme scale was very clear about the fact that all personnel ought to attend the programme. Furthermore, it seemed as if respondents associated the benefit of the programme to be of a more personal nature. Therefore, it is recommended that social workers devise ways of linking the content not only to colleague relations but also to public relations
- the results from the quality of the presentation and presenters' evaluation of the programme were mostly incorporated in the above mentioned. However, the following could be added. Social Workers were of the opinion that most of the themes should be covered in greater depth and that the programme needed to be followed up. Therefore, it is suggested that a standard follow up programme be developed which would allow for further internalisation of the content of the Colleague Sensitivity programme
- the above mentioned mainly focused on the revision that needs to be done after the results of the research become available. However, to ensure that the programme stays abreast of new developments in the fields of the various themes it covers, it is recommended that the content be revised every 12 to 18 months. This would obviously have to include all activities, exercises and examples in order for it to become even more relevant and effective
- linking with the above mentioned, it is suggested that the revised programme be subjected to refined KAB scales in order to measure the impact of the programme more accurately.

The implementation of the guidelines will further ensure that SAPS personnel receive services of a high standard.

13. CONCLUDING REMARKS

The Evaluation of the Personnel Capacity Building Programmes (EPCBP) research project was the most comprehensive study ever undertaken by Police Social Work Services. As such it is important for the credibility of the social work profession in general and SAPS specifically. It is, therefore, quite significant that the research pointed out that the Colleague Sensitivity programme is a highly effective intervention mechanism which does not only enable SAPS personnel to function optimally at work, but also in their personal lives. By improving employees' resilience, Social Work Services are also contributing to the well-being of the communities the personnel serve and form part of.

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SECTION 3: CONCLUSIONS, GUIDELINES AND RECOMMENDATIONS

1. INTRODUCTION

The research originated from the changes which took place in the South African Police Service during 1996. These changes necessitated Social Work Services to embrace an alternative approach towards service delivery, namely that of pro-active interventions. This was operationalised with the development and presentation of several personnel capacity building programmes, including the Colleague Sensitivity programme. In November 2001, an EPCBP research project was embarked on to determine the impact of these programmes.

The aims of the study were to establish the effect the programme had on SAPS personnel's knowledge, attitudes and behaviour, as well as to ascertain what influence the quality of the presentation had on its effect. The results were to be used to formulate guidelines for the improvement of the programme and its presentation.

The nature of the programme and the results obtained via the empirical research has already been covered in two articles (cf. Section 2). Therefore, only the main conclusions and recommendations that have been reached will be discussed next.

2. CONCLUSIONS REGARDING THE RESEARCH DESIGN AND PROCEDURE

The research results showed that the choice of a comparison group pretest and posttest design was an appropriate departure point in determining the effect of the Colleague Sensitivity programme. Its combination with triangulation ensured that the risks that are inherent in the use of non-standardised measurement instruments could be curbed. An important conclusion that could be reached is that the procedure can be applied effectively in the measurement of the effect of this type of social work intervention programme.

3. CONCLUSIONS REGARDING THE EFFECT OF THE PROGRAMME

The effect of the programme mainly refers to the changes it brought about in respondents' knowledge, attitudes and behaviour, as well as the participants' experience of the value and relevance of the intervention.

The Colleague Sensitivity programme is quite unique as far as the field of life-skills and personnel empowerment programmes are concerned. It was tailor-made to fit the distinct circumstances and

needs of SAPS personnel, as well as a uniquely structured organisation and service delivery system. From an analysis of the literature on which the programme was based, it, however, became clear that the programme ought, in principle, to have a significant effect on its target group. This hypothesis was empirically tested with the help of six scales and a presenter's evaluation questionnaire.

From the triangulation of the data that were obtained through all the measurements, it became clear that the Colleague Sensitivity programme had a practical significant effect on participants' knowledge, attitudes and behaviour. It was also concluded that it not only improved their job performance and functioning, but also benefited them personally.

4. CONCLUSIONS REGARDING THE QUALITY OF THE PRESENTATIONS

The results of the empirical research indicated that the presentations were generally of a very high standard. There were, however, some deficiencies.

Presenters should be more enthusiastic, should give special attention to the linking of material to the participants' knowledge level and should use teaching media more effectively. Respondents also indicated that it is important for presenters to provide a clear overview of the programme in the beginning of the workshop. Some of the venues where presentations took place were not up to standard and there were also indications that elements of the learning material and teaching media needed to be revised.

It was concluded that the presenters were highly efficient, but that they should undergo advanced training to improve their presentation skills even more. There also seems to be a need for a mechanism to ensure that newly trained Social Workers are equipped and supported to conduct presentations of an equally high standard.

It was finally clear that the quality of the presentations *did not have* a negative effect on the programmes impact, but rather enhanced it.

5. FINDINGS

The research data brought the following three major findings to the fore:

- The first was that the Colleague Sensitivity Capacity Building Programme did have a practical significant effect on SAPS personnel's knowledge, attitude and behaviour and that it enhanced their interpersonal relationships. It was, therefore, proven beyond reasonable doubt that the stated hypothesis was indeed correct
- The second finding was that the presentation of the programme was of such a high quality that it enhanced the programme's effect
- Both the content and its presentation contributed to the programme, accomplishing the aim it was originally designed for.

On the basis of these findings, it could be concluded that the "Colleague Sensitivity" study succeeded in achieving its main aim (see Section 1: 2) and that the stated hypothesis (see Section 1:3) was correct.

6. GUIDELINES AND RECOMMENDATIONS

The content and presentation of the Colleague Sensitivity programme is, in spite of its success, not without shortcomings. The research results were, therefore, also used as a basis to formulate guidelines and recommendations for its further improvement. These will be summarised next.

6.1 PROPOSED IMPROVEMENTS TO THE PROGRAMME

- New developments in the fields of the various themes could be considered with the revision of the content of the Colleague Sensitivity programme
- The presenters guide should be augmented with more ice breakers, experiential learning activities, role plays, case studies and energizers which would enable facilitators to choose activities that would address the need of the group
- It is suggested that a standard follow up programme be developed which would enhance the internalisation of the programme content through indepth discussion of the themes and additional exercises
- Since it is important to ensure that the revisions are effective in reaching their goals, it is recommended that they be subjected to refined KAB scales to measure their impact
- The programme should be provided with full references so that presenters could do further reading on certain subjects.

6.2 THE FURTHER EMPOWERMENT OF PRESENTERS

- The quality of the presentation of the programme needs to be monitored. This implies that the extent to which Social Workers internalise the content of the programme and their presentation skills as well as their facilitation skills need to be assessed
- In this regard, a distinction could then be made between those who function on a basic and on an advanced level. Further training packages could then be developed accordingly
- All presenters should be enabled to undergo advanced training in facilitation and presentation skills. This will ensure that all SAPS Social Workers meet the required presentation standards
- A monitoring guideline in terms of standard requirements for presenters should be developed
- Presenters should be assessed at least twice in a twelve-month period and the assessments should be linked with presenters' performance evaluation plans
- It is recommended that presenters are trained in the utilization of the Keirsev Temperament Sorter
- Presenters should participate in the revision of the module, learning material and teaching media in order for it to meet their requirements
- Social Workers presenting the programme need to be provided with opportunities to share best practices. This could cover issues such as creating an atmosphere in which learning could take place, giving an overview of the presentation or explaining conflict and rational emotive theory simplistically. They also need to brainstorm ways of linking the themes to learners' knowledge levels and to assist personnel to associate the benefits of the programme not only to personal relations, but also to colleague and public relations
- There should be a central point where quality assurance is done and inputs are standardised and coordinated.

6.3 PROPOSED IMPROVEMENTS TO THE CONTEXTS OF PRESENTATIONS

- Since the target group plays a major role in the value of the Colleague Sensitivity programme, it should be required that the target group consists of Sections as a whole. This implies that management ought to attend with their subordinates. Groups larger than 15 – 20 personnel should be divided with management represented at each presentation. A co-facilitator would be advisable for groups larger than 15 employees
- It should be seen as a prerequisite that the venues meet minimum standards. To make provision for experiential learning activities, one should ideally be able to also work outside or the venue would need to be spacious. Since interruptions could have a detrimental effect on the group process, it is recommended that venues be located away from the work environment
- It is also imperative that funds be made available to serve refreshments during the two day course
- The language in which the programme is to be presented should be established beforehand. This should also be in line with the policy on the use of language for educational purposes in the SAPS.

6.4 MARKETING THE PROGRAMME

- A marketing strategy should be put in place to ensure that all Sections attend the programme and the recommended follow-up session. This strategy should make provision for presentations to commence at the Sections of which the top management of the organisation forms part in order for them to experience the value of the Colleague Sensitivity programme for themselves
- It is imperative that the marketing be conducted in such a manner that personnel will be excited about the benefits the programme has in store for them
- A mechanism should also be devised for personnel who attended the Colleague Sensitivity Programme to report the results achieved. It could include letters, circulars, articles, etc. This would serve as a means of motivating other employees to attend presentations
- Since Police Social Work Services offers a range of pro-active interventions, it is important for the marketing strategy to make personnel aware of these, as well as the re-active services rendered by PSWS on an ongoing basis.

7. CONCLUDING REMARKS

The undertaking of the ECBP study, of which the evaluation of the Colleague Sensitivity programme formed an integral part, proved to be an enormous undertaking. However, if the results that were achieved with this project are taken as a yardstick, they did show that such research should become part and parcel of a strategic service delivery improvement plan. It would place all the services of Police Social Work Services on a sound, scientific footing and ensure relevant, effective and timely interventions. The successful empowerment of SAPS personnel will not only benefit the individuals involved. It will also enable them to deliver an even more professional service to all South Africans.



SECTION 4: APPENDIXES

APPENDIX 1:
"COLLEAGUE SENSITIVITY"
PRETEST QUESTIONNAIRE:
EXPERIMENTAL GROUP



**QUESTIONNAIRE RE:
THE "COLLEAGUE SENSITIVITY" PROGRAMME**

THIS QUESTIONNAIRE MUST BE COMPLETED **BEFORE** THE START OF THE "COLLEAGUE SENSITIVITY" COURSE.

1. INTRODUCTION

You are about to complete the **Colleague Sensitivity** Programme. This Programme forms part of a large and **expensive** initiative; therefore we must know how effective it is in meeting your needs and interests. For this we need your input. Please complete the following questionnaire **honestly** and **in full**, and please **do not guess**. We need your personal views. It will help us to serve you better.

2. INSTRUCTIONS FOR THE COMPLETION OF THIS QUESTIONNAIRE

- 2.1 This questionnaire will be completed **before** the course is presented.
- 2.2 Mark all answers on this questionnaire by making a **cross [x]** in the appropriate blocks.
- 2.3 Mark only **one** answer per question and answer **all** questions.
- 2.4 Do not make your cross outside of the block.
- 2.5 Complete the questionnaire **quickly** and **on your own**. Give your honest opinions.

This questionnaire contains several personal questions. *Don't write your name anywhere on the questionnaire.* However, for research purposes we need you to generate a **secret identification (ID) code**. This code will be used to *match this questionnaire to others* that you will of have completed. **It will not identify you as a person.**

When 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.

3. HOW TO START

Section I to Section VIII is designed to link you with a specific course, a province, etc. In addition, these answers will be used to generate your **secret identification (ID) code** that only **you** will know.

PART I: Course Particulars

- In the first row, write the initials and surname of the person/persons that presented this Programme.
- In die second row, write the date/dates on which the Programme was presented.
- In the third row, write the venue where the Programme was presented.

Presenter/s	
Date(s)	
Venue	

For office use	

PART II: Province & Secret code [a]

In the next row, indicate the Province in which the training course was presented. Each Province is allocated a number - ranging from 0 to 9. Make a cross [X] in the block of the appropriate

0. Gauteng	1. Western Cape	2. Eastern Cape	3. Northern Cape	4. Kwazulu Natal	5. Free State	6. North West	7. Northern Province	8. Mpuma- langa	9. Head Office
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PART III: Part of secret code [b]

In the next two blocks, indicate the last two numbers of your *Persal* number, that is the number before and the number after the dash ("-"). For example, if your number is 319326-4, write 6 and 4.

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PART IV: Part of secret code [c]

In the last two rows, indicate the last two numbers of the year of your birth. For example, if you were born in 1968, write 6 and 8.

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PART V: Gender and secret code [d]

Next, indicate your gender.

1. Male	2. Female
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PART VI: Race

Information regarding your race is required for statistical purposes only. Please mark the appropriate block

1. Asian	2. Black	3. Coloured	4. White
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PART VII: Rank/Position

Please write your rank on the block that is provided. In the case of Civil Act personnel, please write your position.

Rank/Position

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For office use

Next: Write your choice of answers to the following questions/statements by making a cross [x] in the appropriate blocks. Give only one (1) answer per question. Please don't guess.

PART VIII: Are the following statements true or false?**Locus of Control**

1. People always have control over their behaviour
2. You can always choose your response to a situation
3. You are not responsible for the way you feel

1. True	2. False	3. Uncertain
1. True	2. False	3. Uncertain
1. True	2. False	3. Uncertain

Conflict

4. Conflict often arises when there is a difference in the interests of two people
5. Conflict resolution styles indicate the extent to which individuals attempt to satisfy their own versus the other party's concerns
6. In a conflict situation, one should try to figure out what the other person is thinking

1. True	2. False	3. Uncertain
1. True	2. False	3. Uncertain
1. True	2. False	3. Uncertain

Rational Emotive Theory

7. A person can choose between having rational or irrational thoughts concerning an event
8. Negative feelings are caused by having rational thoughts about an event
9. According to the rational emotive theory, our beliefs determine our emotions

1. True	2. False	3. Uncertain
1. True	2. False	3. Uncertain
1. True	2. False	3. Uncertain

Transactional analysis

10. Transactional Analyses is a theory of communication
11. The purpose of transactional analyses is to discover which ego-state (viz 'Parent', 'Adult' or 'Child') of the person you are communicating with.
12. One should analyse transactions with the aim of eliminating the 'Parent' and 'Child' ego-states in communication.

1. True	2. False	3. Uncertain
1. True	2. False	3. Uncertain
1. True	2. False	3. Uncertain

Adult communication

13. You can gain understanding and respect by communicating on the Cliche level of communication
14. The purpose of empathy is to determine the inner experiences of others and communicate understanding of it
15. Feedback is to know yourself through somebody else

1. True	2. False	3. Uncertain
1. True	2. False	3. Uncertain
1. True	2. False	3. Uncertain

16. What happens to me is determined by fate
17. I feel confident about the course my life is taking
18. I choose to feel overwhelmed by incidents
19. Accommodating, as conflict handling style, can be used when it is necessary to allow subordinates to experiment and learn from their own mistakes
20. Compromising can be used as a conflict handling mode when an issue is crucial to company welfare
21. Competing is used when you realize that you are wrong
22. We are all capable of irrational thinking
23. People's irrational thoughts stem from believing their own unproven negative self-talk
24. To prevent irrational thoughts, people should not dwell on their inadequacies and failures
25. In our 'child ego-state', we tend to replay thoughts about how to behave
26. In our 'adult ego-state' we tend to be willing to take risks
27. In our 'parent ego-state', we tend to replay feelings from our childhood
28. In order to build relationships, people need to be willing to talk about how they interpret situations
29. An open ended question is one to which you have to answer "Yes" or "No"
30. Giving feedback means describing one's thoughts and feelings about specific behaviour you would like someone to change

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

PART X: Complete the sentence

31. My ability to control my behaviour could be described as ...
32. My ability to chose my response to a situation could be described as ...
33. My ability to change negative feelings could be described as ...
34. My ability to determine which conflict resolution style to use in a particular situation could be described as ...
35. My skills in applying the various conflict resolution styles in different conflict situations could be described as ...
36. My ability to evaluate my thoughts to ensure that it is based on facts could be described as ...
37. My ability to replace irrational thoughts with rational thoughts could be described as ...
38. My ability to communicate in the adult ego-state could be described as ...
39. My ability to become aware of the parent and child ego-states at play in my life could be described as ...
40. My ability to prevent the parent and child ego-state from determining my response to a situation could be described as ...
41. My ability to communicate on the emotions level of communication could be described as ...
42. My ability to be empathetic could be described as ...
43. My ability to give feedback could be described as ...

1 Poor	2 Fair	3 Average	4 Good	5 Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good

Part XI

44. Have you previously attended a work session that dealt wit locus of control, conflict management, rational emotive therapy, transactional analysis or adult communication?

1 Yes In past 6 months	2 Yes In past 12 months	3 Yes more than a year ago	4 Never
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Thank you for completing the "Colleague Sensitivity" Questionnaire.

APPENDIX 2:
"COLLEAGUE SENSITIVITY"
POSTTEST QUESTIONNAIRE:
EXPERIMENTAL GROUP



QUESTIONNAIRE RE: THE "COLLEAGUE SENSITIVITY" PROGRAMME

THIS QUESTIONNAIRE MUST BE COMPLETED **AFTER** THE START OF THE "COLLEAGUE SENSITIVITY" COURSE.

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You are about to complete the **Colleague Sensitivity** Programme. This Programme forms part of a large and expensive initiative; therefore we must know how effective it is in meeting your needs and interests. For this we need your input. Please complete the following questionnaire **honestly** and **in full**, and please **do not guess**. We need your personal views. It will help us to serve you better.

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Presenter/s	
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For office use	

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PART V: Gender and secret code [d]

Next, indicate your gender.

1. Male	2. Female
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PART VI: Race

Information regarding your race is required for statistical purposes only. Please mark the appropriate block

1.	Asian	2.	Black	3.	Coloured	4.	White
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Please write your rank on the block that is provided. In the case of Civil Act personnel, please write your position.

Rank/Position

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For office use	

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26. In our 'adult ego-state' we tend to be willing to take risks
27. In our 'parent ego-state', we tend to replay feelings from our childhood
28. In order to build relationships, people need to be willing to talk about how they interpret situations
29. An open ended question is one to which you have to answer "Yes" or "No"
30. Giving feedback means describing one's thoughts and feelings about specific behaviour you would like someone to change

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

31. My ability to control my behaviour could be described as ...
32. My ability to chose my response to a situation could be described as ...
33. My ability to change negative feelings could be described as ...
34. My ability to determine which conflict resolution style to use in a

1 Poor	2 Fair	3 Average	4 Good	5 Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good
1	2	3	4	5

particular situation could be described as ...

35. My skills in applying the various conflict resolution styles in different conflict situations could be described as ...
36. My ability to evaluate my thoughts to ensure that it is based on facts could be described as ...
37. My ability to replace irrational thoughts with rational thoughts could be described as ...
38. My ability to communicate in the adult ego-state could be described as ...
39. My ability to become aware of the parent and child ego-states at play in my life could be described as ...
40. My ability to prevent the parent and child ego-state from determining my response to a situation could be described as ...
41. My ability to communicate on the emotions level of communication could be described as ...
42. My ability to be empathetic could be described as ...
43. My ability to give feedback could be described as ...

Poor	Fair	Average	Good	Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good

44. What value did the following component have for you:
"Locus of control"
45. What value did the following component have for you:
"Personality types"
46. What value did the following component have for you:
"Conflict"
47. What value did the following component have for you:
"Rationale emotive therapy"
48. What value did the following component have for you:
"Labelling"
49. What value did the following component have for you:
"Transactional analysis"
50. What value did the following component have for you:
"Adult communication"
51. What was the overall value of the programme?

1 No or little value	2 Below average value	3 Above average value	4 A lot of value
1 No or little value	2 Below average value	3 Above average value	4 A lot of value
1 No or little value	2 Below average value	3 Above average value	4 A lot of value
1 No or little value	2 Below average value	3 Above average value	4 A lot of value
1 No or little value	2 Below average value	3 Above average value	4 A lot of value
1 No or little value	2 Below average value	3 Above average value	4 A lot of value
1 No or little value	2 Below average value	3 Above average value	4 A lot of value

Thank you for completing the "Colleague Sensitivity" Questionnaire.

APPENDIX 3:
"COLLEAGUE SENSITIVITY"
PRETEST QUESTIONNAIRE:
COMPARISON GROUP



**QUESTIONNAIRE RE:
THE "COLLEAGUE SENSITIVITY" PROGRAMME**

THIS QUESTIONNAIRE FOR THE COMPARISON GROUP MUST BE COMPLETED FIRST

1. INTRODUCTION

You are about to complete the **Colleague Sensitivity** Programme. This Programme forms part of a large and expensive initiative; therefore we must know how effective it is in meeting your needs and interests. For this we need your input. Please complete the following questionnaire **honestly** and **in full**, and please **do not guess**. We need your personal views. It will help us to serve you better.

2. INSTRUCTIONS FOR THE COMPLETION OF THIS QUESTIONNAIRE

- 2.1 This questionnaire will be completed **before** the course is presented.
- 2.2 Mark all answers on this questionnaire by making a **cross [x]** in the appropriate blocks.
- 2.3 Mark only **one** answer per question and answer **all** questions.
- 2.4 Do not make your cross outside of the block.
- 2.5 Complete the questionnaire **quickly** and **on your own**. Give your honest opinions.

This questionnaire contains several personal questions. *Don't write your name anywhere on the questionnaire.* However, for research purposes we need you to generate a **secret identification (ID) code**. This code will be used to *match this questionnaire to others* that you will of have completed. **It will not identify you as a person.**

When 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.

3. HOW TO START

Section I to Section VIII is designed to link you with a specific course, a province, etc. In addition, these answers will be used to generate your **secret identification (ID) code** that only **you** will know.

PART I: Course Particulars

- In the first row, write the initials and surname of the person/persons that presented this Programme.
- In die second row, write the date/dates on which the Programme was presented.
- In the third row, write the venue where the Programme was presented.

Presenter/s	
Date(s)	
Venue	

For office use	

PART II: Province & Secret code [a]

In the next row, indicate the Province in which the training course was presented. Each Province is allocated a number - ranging from 0 to 9. Make a cross [X] in the block of the appropriate

0. Gauteng	1. Western Cape	2. Eastern Cape	3. Northern Cape	4. Kwazulu Natal	5. Free State	6. North West	7. Northern Province	8. Mpuma- langa	9. Head Office
---------------	-----------------------	-----------------------	------------------------	------------------------	---------------------	---------------------	----------------------------	-----------------------	----------------------

PART III: Part of secret code [b]

In the next two blocks, indicate the last two numbers of your *Persal* number, that is the number *before* and the number *after* the dash ("-"). For example, if your number is 319326-4, write 6 and 4.

--	--

PART IV: Part of secret code [c]

In the last two rows, indicate the last two numbers of the year of your birth. For example, if you were born in 1968, write 6 and 8.

--	--

PART V: Gender and secret code [d]

Next, indicate your gender.

1. Male	2. Female
---------	-----------

PART VI: Race

Information regarding your race is required for statistical purposes only. Please mark the appropriate block

1. Asian	2. Black	3. Coloured	4. White
-------------	-------------	----------------	-------------

PART VII: Rank/Position

Please write your rank on the block that is provided. In the case of Civil Act personnel, please write your position.

Rank/Position

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For office use	

Next: Write your choice of answers to the following questions/statements by making a cross [x] in the appropriate blocks. Give only one (1) answer per question. Please don't guess.

PART VIII: Are the following statements true or false?**Locus of Control**

1. People always have control over their behaviour
2. You can always choose your response to a situation
3. You are not responsible for the way you feel

1. True	2. False	3. Uncertain
1. True	2. False	3. Uncertain
1. True	2. False	3. Uncertain

Conflict

4. Conflict often arises when there is a difference in the interests of two people
5. Conflict resolution styles indicate the extend to which individuals attempt to satisfy their own versus the other party's concerns
6. In a conflict situation, one should try to figure out what the other person is thinking

1. True	2. False	3. Uncertain
1. True	2. False	3. Uncertain
1. True	2. False	3. Uncertain

Rational Emotive Theory

7. A person can choose between having rational or irrational thoughts concerning an event
8. Negative feelings are caused by having rational thoughts about an event
9. According to the rational emotive theory, our beliefs determine our emotions

1. True	2. False	3. Uncertain
1. True	2. False	3. Uncertain
1. True	2. False	3. Uncertain

Transactional analysis

10. Transactional Analyses is a theory of communication
11. The purpose of transactional analyses is to discover which ego-state (viz 'Parent', 'Adult' or 'Child') of the person you are communicating with.
12. One should analyse transactions with the aim of eliminating the 'Parent' and 'Child' ego-states in communication.

1. True	2. False	3. Uncertain
1. True	2. False	3. Uncertain
1. True	2. False	3. Uncertain

Adult communication

13. You can gain understanding and respect by communicating on the Cliche level of communication
14. The purpose of empathy is to determine the inner experiences of others and communicate understanding of it
15. Feedback is to know yourself through somebody else

1. True	2. False	3. Uncertain
1. True	2. False	3. Uncertain
1. True	2. False	3. Uncertain

16. What happens to me is determined by fate
17. I feel confident about the course my life is taking
18. I choose to feel overwhelmed by incidents
19. Accommodating, as conflict handling style, can be used when it is necessary to allow subordinates to experiment and learn from their own mistakes
20. Compromising can be used as a conflict handling mode when an issue is crucial to company welfare
21. Competing is used when you realize that you are wrong
22. We are all capable of irrational thinking
23. People's irrational thoughts stem from believing their own unproven negative self-talk
24. To prevent irrational thoughts, people should not dwell on their inadequacies and failures
25. In our 'child ego-state', we tend to replay thoughts about how to behave
26. In our 'adult ego-state' we tend to be willing to take risks
27. In our 'parent ego-state', we tend to replay feelings from our childhood
28. In order to build relationships, people need to be willing to talk about how they interpret situations
29. An open ended question is one to which you have to answer "Yes" or "No"
30. Giving feedback means describing one's thoughts and feelings about specific behaviour you would like someone to change

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

PART X: Complete the sentence

31. My ability to control my behaviour could be described as ...
32. My ability to chose my response to a situation could be described as ...
33. My ability to change negative feelings could be described as ...
34. My ability to determine which conflict resolution style to use in a particular situation could be described as ...
35. My skills in applying the various conflict resolution styles in different conflict situations could be described as ...
36. My ability to evaluate my thoughts to ensure that it is based on facts could be described as ...
37. My ability to replace irrational thoughts with rational thoughts could be described as ...
38. My ability to communicate in the adult ego-state could be described as ...
39. My ability to become aware of the parent and child ego-states at play in my life could be described as ...
40. My ability to prevent the parent and child ego-state from determining my response to a situation could be described as ...
41. My ability to communicate on the emotions level of communication could be described as ...
42. My ability to be empathetic could be described as ...
43. My ability to give feedback could be described as ...

1 Poor	2 Fair	3 Average	4 Good	5 Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good

Have you previously attended a work session that dealt wit locus of control, conflict management, rational emotive therapy, transactional analysis or adult communication?

1 Yes In past 6 months	2 Yes In past 12 months	3 Yes more than a year ago	4 Never
------------------------------	-------------------------------	----------------------------------	------------

Thank you for completing the "Colleague Sensitivity" Questionnaire.

APPENDIX 4:
"COLLEAGUE SENSITIVITY"
POSTTEST QUESTIONNAIRE:
COMPARISON GROUP



QUESTIONNAIRE RE:
THE "COLLEAGUE SENSITIVITY" PROGRAMME

THIS QUESTIONNAIRE FOR THE COMPARISON GROUP MUST BE COMPLETED SECOND

1. INTRODUCTION

You are about to complete the **Colleague Sensitivity** Programme. This Programme forms part of a large and expensive initiative; therefore we must know how effective it is in meeting your needs and interests. For this we need your input. Please complete the following questionnaire **honestly** and **in full**, and please **do not guess**. We need your personal views. It will help us to serve you better.

2. INSTRUCTIONS FOR THE COMPLETION OF THIS QUESTIONNAIRE

- 2.1 This questionnaire will be completed **before** the course is presented.
- 2.2 Mark all answers on this questionnaire by making a **cross [x]** in the appropriate blocks.
- 2.3 Mark only **one** answer per question and answer **all** questions.
- 2.4 Do not make your cross outside of the block.
- 2.5 Complete the questionnaire **quickly** and **on your own**. Give your honest opinions.

This questionnaire contains several personal questions. *Don't write your name anywhere on the questionnaire.* However, for research purposes we need you to generate a **secret identification (ID) code**. This code will be used to *match this questionnaire* to others that you will of have completed. **It will not identify you as a person.**

When 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.

3. HOW TO START

Section I to Section VIII is designed to link you with a specific course, a province, etc. In addition, these answers will be used to generate your **secret identification (ID) code** that only **you** will know.

PART I: Course Particulars

- In the first row, write the initials and surname of the person/persons that presented this Programme.
- In die second row, write the date/dates on which the Programme was presented.
- In the third row, write the venue where the Programme was presented.

Presenter/s	
Date(s)	
Venue	

For office use	

PART II: Province & Secret code [a]

In the next row, indicate the Province in which the training course was presented. Each Province is allocated a number - ranging from 0 to 9. Make a cross [X] in the block of the appropriate

0. Gauteng	1. Western Cape	2. Eastern Cape	3. Northern Cape	4. Kwazulu Natal	5. Free State	6. North West	7. Northern Province	8. Mpuma- langa	9. Head Office
---------------	-----------------------	-----------------------	------------------------	------------------------	---------------------	---------------------	----------------------------	-----------------------	----------------------

PART III: Part of secret code [b]

In the next two blocks, indicate the last two numbers of your **Persal number**, that is the number *before* and the number *after* the dash ("-"). For example, if your number is 319326-4, write 6 and 4.

--	--

PART IV: Part of secret code [c]

In the last two rows, indicate the last two numbers of the year of your birth. For example, if you were born in 1968, write 6 and 8.

--	--

PART V: Gender and secret code [d]

Next, indicate your gender.

1. Male	2. Female
---------	-----------

PART VI: Race

Information regarding your race is required for statistical purposes only. Please mark the appropriate block

1. Asian	2. Black	3. Coloured	4. White
----------	----------	-------------	----------

PART VII: Rank/Position

Please write your rank on the block that is provided. In the case of Civil Act personnel, please write your position.

Rank/Position

--

For office use	

Next: Write your choice of answers to the following questions/statements by making a cross [x] in the appropriate blocks. Give only one (1) answer per question. Please don't guess.

PART VIII: Are the following statements true or false?**Locus of Control**

1. People always have control over their behaviour
2. You can always choose your response to a situation
3. You are not responsible for the way you feel

1. True	2. False	3. Uncertain
1. True	2. False	3. Uncertain
1. True	2. False	3. Uncertain

Conflict

4. Conflict often arises when there is a difference in the interests of two people
5. Conflict resolution styles indicate the extend to which individuals attempt to satisfy their own versus the other party's concerns
6. In a conflict situation, one should try to figure out what the other person is thinking

1. True	2. False	3. Uncertain
1. True	2. False	3. Uncertain
1. True	2. False	3. Uncertain

Rational Emotive Theory

7. A person can choose between having rational or irrational thoughts concerning an event
8. Negative feelings are caused by having rational thoughts about an event
9. According to the rational emotive theory, our beliefs determine our emotions

1. True	2. False	3. Uncertain
1. True	2. False	3. Uncertain
1. True	2. False	3. Uncertain

Transactional analysis

10. Transactional Analyses is a theory of communication
11. The purpose of transactional analyses is to discover which ego-state (viz 'Parent', 'Adult' or 'Child') of the person you are communicating with.
12. One should analyse transactions with the aim of eliminating the 'Parent' and 'Child' ego-states in communication.

1. True	2. False	3. Uncertain
1. True	2. False	3. Uncertain
1. True	2. False	3. Uncertain

Adult communication

13. You can gain understanding and respect by communicating on the Cliche level of communication
14. The purpose of empathy is to determine the inner experiences of others and communicate understanding of it
15. Feedback is to know yourself through somebody else

1. True	2. False	3. Uncertain
1. True	2. False	3. Uncertain
1. True	2. False	3. Uncertain

16. What happens to me is determined by fate
17. I feel confident about the course my life is taking
18. I choose to feel overwhelmed by incidents
19. Accommodating, as conflict handling style, can be used when it is necessary to allow subordinates to experiment and learn from their own mistakes
20. Compromising can be used as a conflict handling mode when an issue is crucial to company welfare
21. Competing is used when you realize that you are wrong
22. We are all capable of irrational thinking
23. People's irrational thoughts stem from believing their own unproven negative self-talk
24. To prevent irrational thoughts, people should not dwell on their inadequacies and failures
25. In our 'child ego-state', we tend to replay thoughts about how to behave
26. In our 'adult ego-state' we tend to be willing to take risks

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

27. In our 'parent ego-state', we tend to replay feelings from our childhood
28. In order to build relationships, people need to be willing to talk about how they interpret situations
29. An open ended question is one to which you have to answer "Yes" or "No"
30. Giving feedback means describing one's thoughts and feelings about specific behaviour you would like someone to change

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

31. My ability to control my behaviour could be described as ...
32. My ability to chose my response to a situation could be described as ...
33. My ability to change negative feelings could be described as ...
34. My ability to determine which conflict resolution style to use in a particular situation could be described as ...
35. My skills in applying the various conflict resolution styles in different conflict situations could be described as ...
36. My ability to evaluate my thoughts to ensure that it is based on facts could be described as ...
37. My ability to replace irrational thoughts with rational thoughts could be described as ...
38. My ability to communicate in the adult ego-state could be described as ...
39. My ability to become aware of the parent and child ego-states at play in my life could be described as ...
40. My ability to prevent the parent and child ego-state from determining my response to a situation could be described as ...
41. My ability to communicate on the emotions level of communication could be described as ...
42. My ability to be empathetic could be described as ...
43. My ability to give feedback could be described as ...

1 Poor	2 Fair	3 Average	4 Good	5 Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good
1 Poor	2 Fair	3 Average	4 Good	5 Very good

Thank you for completing this "Colleague Sensitivity" Questionnaire.

APPENDIX 5:
THE PRESENTATION
EVALUATION
QUESTIONNAIRE



Presentation Evaluation Questionnaire

All SAPS personnel that participated in one of the Capacity Building Programmes should complete this questionnaire *directly after each programme*.

1. INTRODUCTION

You have just completed one of the Personnel Capacity Building Programmes. These programmes are a large and expensive initiative; therefore we must know how effective they are 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 programme that you have just attended.

- 2.1 Mark **all answers** on this questionnaire by making a **cross [x]** in the appropriate blocks.
- 2.2 Mark only **one** answer per question and answer **all** questions.
- 2.3 Please make your cross **inside** the block.
- 2.4 Complete the questionnaire **quickly** and on **your own**. Give your **honest opinions**.

The questionnaire contains several personal questions. *Don't write your name anywhere on the questionnaire*. However, for research purposes we need you to generate a **secret identification (ID) 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, place it in the envelope that will be provided and return it to the Presenter who gave it to you.

3. HOW TO START

Section 1 to Section 8 of the questionnaire is designed to link you with a specific programme, a province, etc. In addition, some of the answers will generate your **secret identification (ID) code** that only **you** will know.

SECTION 1: COURSE PARTICULARS

- In the first row below, write the initials and surname of the person or persons that presented the programme.
- In the second row, write the date/dates on which the programme was presented.
- In the third row, write the venue (place and town/city) where the programme was presented.

Presenter/s:

Dates:

Venue:

For office use	

SECTION 2: PROVINCE & SECRET CODE [a]

In the section below, indicate the *province* in which the training course *was presented* by making a cross ☒ in the block of the appropriate province.

0	1	2	3	4	5	6	7	8	9
Gauteng	Western Cape	Eastern Cape	Northern Cape	Kwazulu Natal	Free State	North West	Limpopo (Northern Province)	Mpumalanga	Head Office

SECTION 3: PART OF SECRET CODE [b]

In the next two blocks, indicate the **last two numbers** of your **Persal number**: that is the number *before* and the number *after* the dash (“-”). For example if your

	-	
--	---	--



number is 319326-4, write 6 and 4.

--	--

SECTION 4: PART OF SECRET CODE [c]

Next, indicate the last **two numbers** of the year of your birth. For example, if you were born in 1968, write 6 and 8.

--	--

SECTION 5: GENDER AND SECRET CODE [d]

Indicate your gender.

1. Male	2. Female
---------	-----------

SECTION 6: RACE

Information regarding your race is required for statistical purposes only. Please make a cross ☒ in the appropriate block.

1. Asian	2. Black	3. Coloured	4. White
-------------	-------------	----------------	-------------

SECTION 7: RANK/POSITION

Write your rank on the block below. In the case of Civil Act personnel, please write your position.

Rank/Position

--



+++++

Mark only one answer for each of the questions by making a cross ☒ in the appropriate block.

SECTION 8: COURSE/PROGRAMME BEING EVALUATED

Please make a cross ☒ in the block of the course/programme whose presentation you are evaluating.

1. Assertiveness	2. Be Money Wise	3. Colleague Sensitivity	4. Conflict Management	5. Coping with Change	6. Anger Management	7. Healthy Life-Style
8. HIV/AIDS Awareness Programme	9. HIV/AIDS: Peer Educators Training	10. Planning Your Goals	11. Self Knowledge	12. Managing Stress Effectively	13. Substance Dependency	14. Time Management
						15. Problem-solving

SECTION 9: EVALUATION OF THE PRESENTER

- The presenter is **knowledgeable** about the subject that he/she taught.
- The presenter could **link** the material to the participants' level of knowledge.
- The presenter was **able to explain** difficult and abstract concepts.
- The presenter succeeded in **keeping me interested** in the subject.

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



5. The presenter was **enthusiastic** about the subject that he/she taught.

1	2	3	4
<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>

SECTION 10: 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	2	3	4
<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>

7. The presenter was skilful in the **use of the teaching media** (e.g. transparencies and or writing on newsprint/ the blackboard).

1	2	3	4
<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>

8. The presenter encouraged **participant involvement** (e.g. by asking questions and or promoting discussions).

1	2	3	4
<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>

9. The presenter **prepared** himself/herself thoroughly for the presentation.

1	2	3	4
<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>

10. What is your **overall rating** of the presenter's presentation skills?

1	2	3	4	5
<i>Poor</i>	<i>Fair</i>	<i>Average</i>	<i>Good</i>	<i>Very good/ excellent</i>

SECTION 11: EVALUATION OF THE LEARNING PROCESS

11. In the beginning, the presenter gave us a **clear overview** of what we could expect during the course/programme.

1	2	3	4
<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>

12. The presenter made sure that participants **understood** a subject before continuing on to the next subject.

1	2	3	4
<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>

13. At the end, the presenter gave a **summary** of the material that was covered.

1	2	3	4
<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>

14. The presenter was able to **communicate** on my level.

1	2	3	4
<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>

15. It was **easy to understand** the material that was presented.

1	2	3	4
<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>

16. The material that was covered will be **useful**.

1	2	3	4
<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>

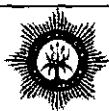
17. The course stimulated **my interest** in the subject.

1	2	3	4
<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>

SECTION 12: EVALUATION OF THE PRESENTATION CONTEXT

18. How would you rate the **venue**?

1	2	3	4	5
<i>Very bad</i>	<i>Bad</i>	<i>Average</i>	<i>Good</i>	<i>Very good</i>



19. How would you rate the **quality of the learning material** that was presented?

1 <i>Very bad</i>	2 <i>Bad</i>	3 <i>Average</i>	4 <i>Good</i>	5 <i>Very good</i>
1 <i>Very bad</i>	2 <i>Bad</i>	3 <i>Average</i>	4 <i>Good</i>	5 <i>Very good</i>
1 <i>Very bad</i>	2 <i>Bad</i>	3 <i>Average</i>	4 <i>Good</i>	5 <i>Very good</i>

20. How would you rate **quality of the teaching media** (e.g. transparencies and or handouts)?

21. How well was the course/programme organised?

SECTION 13: EVALUATION THE RELEVANCE OF THE COURSE/PROGRAMME

22. The course/programme *stimulated* my creative thinking.

23. I will be able to *apply* the new knowledge and insights that I have gained in my job.

24. I feel that the course/programme will help me do my job better.

25. I will be able to *apply* the new knowledge and insights that I have gained in my daily life.

26. I feel that the course/programme will help me to live my life in a better way.

27. All SAPS personnel should receive this course/programme.

1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>

SECTION 14: GENERAL

28. How will you rate the **length** of the course/programme?

1 <i>It was much too long</i>	2 <i>It was a little too long</i>	3 <i>The length was just right</i>	4 <i>It was a little too short</i>	5 <i>It was much too short</i>
1 <i>The pace was much too slow</i>	2 <i>The pace was a little too slow</i>	3 <i>The pace was just right</i>	4 <i>The pace was a little too fast</i>	5 <i>The pace was much too fast</i>

29. How will you rate the **pace** of the presentation?

30. How will you rate the **balance** between the time spent on the presentation and time spent on group involvement?

1 <i>Too much time was spent on the presentation</i>	2 <i>A good balance</i>	3 <i>Too much time was spent on group involvement</i>	4 <i>There was no group involvement</i>
---	----------------------------	--	--

31. Which **language** was used the most in the presentation of the course/programme?

1 <i>Afrikaans</i>	2 <i>English</i>	3 <i>Sotho</i>	4 <i>Tswana</i>	5 <i>Zulu</i>	6 <i>Others</i>
-----------------------	---------------------	-------------------	--------------------	------------------	--------------------

Thank you for completing this questionnaire.

APPENDIX 6: THE PRESENTER'S EVALUATION QUESTIONNAIRE



Questionnaire: Presenter's Evaluation of Programme Presentation

Note: All presenters of Capacity Building Programmes must complete the following presentation evaluation questionnaire **at the end of each** programme. In cases where two presenters are involved with the presentation of one programme, each must complete a **separate** questionnaire.

1. INTRODUCTION

You have just **presented** one of the Personnel Capacity Building Programmes. These programmes are a large and expensive initiative. Therefore we must know your views on their effectiveness, as well as your perceptions on the quality and effectiveness of your presentation and the circumstances under which they were conducted. Only in this way can we improve the programmes and the overall quality of their presentation.

Please complete the questionnaire honestly. You will not be identified in person in any research or other report. Your personal details are only required to link different presentations to each other.

2. GENERAL INSTRUCTIONS

The Presenter's Evaluation of Programme Presentation 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.
- 2.2 Mark only **one** answer per question and answer **all** questions.
- 2.3 Complete the questionnaire **on your own** and **at the same time** that the participants complete their Presentation Evaluation Questionnaires.
- 2.4 Under no circumstances may you look at the participants' Presentation Evaluation Questionnaires. Their, as well as your own questionnaires, are confidential.
- 2.5 In cases where two presenters are involved with the presentation of one programme, each must individually complete a separate questionnaire. Do not discuss the answers with each other. *We need your personal views.*
- 2.6 Attached you will also find the form titled "Written Comments re Presentation". Please complete it and **staple it to the back of this questionnaire**.

When you have completed the questionnaire and form, seal it in an envelope, write the title of the programme and the date/dates of the programme on the envelope and return it to Head Office.

3. TO START

SECTION 1: Programme Particulars

- In the first row, write your initials and surname.
- If there was a second presenter, write his or her initials and surname in the second row.
- In the third row, write the date/dates on which the programme was presented.
- In the fourth row, write the venue (place) where the programme was presented.

Presenter:	
Co-presenter/s:	
Dates:	
Venue:	

For office use	

**Code: PE (PCBP)**

Presenter's evaluation of the presented Personnel Capacity Building Programme

**SECTION 2: PROVINCE**

In the section below, indicate the province in which the training course *was presented* by making a cross ☒ in the block of the appropriate province.

0	1	2	3	4	5	6	7	8	9
<i>Gauteng</i>	<i>Western Cape</i>	<i>Eastern Cape</i>	<i>Northern Cape</i>	<i>KwaZulu Natal</i>	<i>Free State</i>	<i>North West</i>	<i>Limpopo (Northern Province)</i>	<i>Mpumalanga</i>	<i>Head Office</i>

SECTION 3: COURSE/PROGRAMME BEING EVALUATED

Please make a cross ☒ in the block of the course/programme whose presentation you are evaluating.

1.	2.	3.	4.	5.	6.	7.
<i>Assertiveness</i>	<i>Be money wise</i>	<i>Colleague sensitivity</i>	<i>Conflict management</i>	<i>Coping with change</i>	<i>Handling anger</i>	<i>Healthy life-style</i>

8.	9.	10.	11.	12.	13.	14.
<i>HIV/AIDS Awareness Programme</i>	<i>HIV/AIDS: Peer Educators Training</i>	<i>Planning your goals</i>	<i>Self knowledge</i>	<i>Managing Stress Effectively</i>	<i>Substance Dependency</i>	<i>Time management</i>

SECTION 4: SELF-ASSESSMENT

- I am **knowledgeable** about the subject that I taught.
- I was **able to link** the material to the participants' level of knowledge.
- I was **able to explain** difficult and abstract concepts.
- I succeeded in **keeping participants interested** in the subject.
- I was **enthusiastic** about the subject that I taught.

1	2	3	4
<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
1	2	3	4
<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
1	2	3	4
<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
1	2	3	4
<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>

SECTION 5: SELF-EVALUATION OF PRESENTATION SKILLS

- Participants could clearly **hear** what I was saying (*e.g. it was loud enough and in an accent that they could understand*).
- I am skilful in the **use of the teaching media** (*e.g. transparencies and or writing on newsprint/ the blackboard*).
- I encouraged **participant involvement** (*e.g. by asking questions and or promoting discussions*).

1	2	3	4
<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
1	2	3	4
<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
1	2	3	4
<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>

**Code: PE (PCBP)**

Presenter's evaluation of the presented Personnel Capacity Building Programme



9. I **prepared** myself thoroughly for the presentation.

1	2	3	4
<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>

10. What is your **overall rating** of your presentation skills?

1	2	3	4	5
<i>Poor</i>	<i>Fair</i>	<i>Average</i>	<i>Good</i>	<i>Very good/excellent</i>

SECTION 6: EVALUATION OF THE LEARNING PROCESS

11. In the beginning, I gave a **clear overview** of what participants could expect during the course/programme.

1	2	3	4
<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>

12. I made sure that participants **understood** a subject before continuing on to a next subject.

1	2	3	4
<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>

13. At the end, I gave a **summary** of the material that was covered.

1	2	3	4
<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>

14. I was able to **communicate on the participants' level**.

1	2	3	4
<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>

15. It was **easy for participants to understand** the **material** that was presented.

1	2	3	4
<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>

16. The material that was covered will be **useful**.

1	2	3	4
<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>

17. The course stimulated **participants' interest** in the subject.

1	2	3	4
<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>

SECTION 7: EVALUATION OF THE CONTEXT

18. How would you rate the **venue**?

1	2	3	4	5
<i>Very bad</i>	<i>Bad</i>	<i>Average</i>	<i>Good</i>	<i>Very good</i>

19. How would you rate the **quality of the learning material** that you presented?

1	2	3	4	5
<i>Very bad</i>	<i>Bad</i>	<i>Average</i>	<i>Good</i>	<i>Very good</i>

20. How would you rate **quality of the teaching media** (e.g. transparencies and or handouts)?

1	2	3	4	5
<i>Very bad</i>	<i>Bad</i>	<i>Average</i>	<i>Good</i>	<i>Very good</i>

21. How well was the course/programme **organised**?

1	2	3	4	5
<i>Very bad</i>	<i>Bad</i>	<i>Average</i>	<i>Good</i>	<i>Very good</i>



SECTION 8: EVALUATION OF THE RELEVANCE OF THE COURSE/PROGRAMME

22. The course/programme stimulated the participants' **creative thinking**.
23. The participants will be able to **apply** the new knowledge and insights that they have gained in their **jobs**.
24. I feel that the course/programme will help the participants **do their jobs better**.
25. The participants will be able to **apply** the new knowledge and insights that they have gained in their **daily lives**.
26. I feel that the course/programme will help participants to **live their lives in a better way**.
27. **All SAPS personnel** should receive this course/programme.

1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>

SECTION 9: GENERAL

28. How will you rate the **length** of the course/programme?

1 <i>It was much too long</i>	2 <i>It was a little too long</i>	3 <i>The length was just right</i>	4 <i>It was a little too short</i>	5 <i>I was much too short</i>
1 <i>The tempo was much too slow</i>	2 <i>The tempo was a little too slow</i>	3 <i>The tempo was just right</i>	4 <i>The tempo was a little too fast</i>	5 <i>The tempo was much too fast</i>

29. How will you rate the **tempo** of the presentation?

30. How will you rate the **balance** between the time spent on the presentation and time spent on group involvement?

1 <i>Too much time was spent on the presentation</i>	2 <i>A good balance</i>	3 <i>Too much time was spent on group involvement</i>	4 <i>There was no group involvement</i>
---	----------------------------	--	--

31. Which **language** did you use *the most* in the presentation of the course/programme?

1 <i>Afrikaans</i>	2 <i>English</i>	3 <i>Sotho</i>	4 <i>Tswana</i>	5 <i>Zulu</i>	6 <i>Others</i>
-----------------------	---------------------	-------------------	--------------------	------------------	--------------------



Form: Written Comments re Presentation

Instructions: Please provide your written comments in the spaces provided below and staple this form to the "Presenter's Evaluation of Programme Presentation" questionnaire. If the space provided isn't sufficient, please write on the back of this form.

1. I WANT TO CLARIFY THE FOLLOWING RESPONSES TO THE "PRESENTER'S EVALUATION OF PROGRAMME PRESENTATION" QUESTIONNAIRE. (Please specify the section number or question number to which your responses relate.)

2. TOPICS THAT NEED TO BE ADDED TO THE PROGRAMME:

3. TOPICS THAT NEED TO BE COVERED IN GREATER DEPTH IN THE PROGRAMME:



[illegible]

APPENDIX 7:

INSTRUCTIONS TO AUTHORS:

SOCIAL WORK/ MAATSKAPLIKE WERK

The South African journal for social work "*Social Work/Maatskaplike Werk*" (ISSN – 0037-8054) provides the following instructions to authors:

INSTRUCTIONS TO AUTHORS	VOORSKRIFTE AAN OUTEURS
The Journal publishes articles, short communications, book reviews and commentary on articles already published from any field of social work. Contributions relevant to social work from other disciplines will also be considered. Contributions may be written in English or Afrikaans. All contributions will be critically reviewed by at least two referees on whose advice contributions will be accepted or rejected by the editorial committee. All refereeing is strictly confidential. Manuscripts may be returned to the authors if extensive revision is required or if the style or presentation does not conform to the Journal practice. Commentary on articles already published in the Journal must be submitted with appropriate captions, the name(s) and addressees of the author(s) and preferably not exceed 5 pages. The whole manuscript plus one clear copy as well as a diskette with all the text, preferably in MS Windows (Word or WordPerfect) or ASCII must be submitted. Manuscripts must be typed double spaced on one side of A4 paper only. Use the Harvard system for references. Short references in the text: When word-for-word quotations, facts or arguments from other sources are cited, the surname(s) of the author(s), year of publication and page number(s) must appear in parenthesis in the text, e.g. "... (Berger 1967:12). More details about sources referred to in the text should appear at the end of the manuscript under the caption "References". The sources must be arranged alphabetically according to the surnames of the authors. Note the use of capitals and punctuation marks in the following examples.	Die Tydskrif publiseer artikels, kort mededelings, boekbesprekings en kommentaar op reeds gepubliseerde artikels uit enige gebied van die maatskaplike werk asook relevante bydraes uit ander dissiplines. Bydraes mag in Afrikaans of Engels geskryf word. Artikels in Afrikaans moet vergesel wees van 'n Engelse opsomming van ongeveer 200 woorde. Alle bydraes sal krities deur ten minste twee keurders beoordeel word. Beoordeling is streng vertroulik. Manuskripte sal na die outeurs teruggestuur word indien ingrypende hersiening vereis word of indien die styl nie ooreenstem met die tydskrif se standaard nie. Kommentaar op artikels wat in die Tydskrif gepubliseer is, moet van toepaslike titels, die naam(name) en adres(se) van die outeur(s) voorsien wees en verkieslik nie langer as 5 bladsye wees nie. 'n Disket met die hele teks, verkieslik in MS Windows of ASCII moet die hele manuskrip en een duidelike kopie daarvan vergesel. Manuskripte moet slegs op een kant van die bladsy in dubbelspasiëring getik word. Verwysings moet volgens die Harvard-stelsel geskied. Verwysings in die teks: Wanneer woordelike sitate, feite of argumente uit ander bronne 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: Government Printer.

NEWSPAPER REPORT/KOERANTBERIG: MBEKI, T 1998. Fiddling while the AIDS crisis gets out of control. *Sunday Times*, 8 March, 18.

APPENDIX 8: PROFILE OF SAPS PERSONNEL: APRIL 2003

APPENDIX 8A: SAPS: TOTAL POLICE ACT PERSONNEL IN TERMS OF RANK

DESCRIPTION	WHITE		INDIAN		COLOURED		AFRICAN		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	M	F	M+F
NONE/INVALID	7	4	2	0	11	13	25	23	45	40	85
CONST	1 166	492	319	101	1 817	658	6 948	2 435	10 250	3 686	13 936
SERGEANT	1 572	365	454	90	1 467	168	12 183	1 179	15 676	1 802	17 478
INSPECTOR	11 801	3 045	1 697	233	3 844	604	32 494	2 953	49 836	6 835	56 671
CAPTAIN	3 013	1 255	516	135	680	191	3 296	935	7 505	2 516	10 021
SUPERINTENDENT	1 453	544	169	34	165	36	832	141	2 619	755	3 374
SNR SUPT	463	97	65	15	58	11	313	68	899	191	1 090
DIRECTOR	167	27	28	3	24	3	138	14	357	47	404
ASSISTANT COMM	37	5	6	0	5	0	40	2	88	7	95
PROVINCIAL COMM	0	0	0	0	1	0	6	0	7	0	7
DIVISIONAL COMM	4	1	1	0	1	0	3	2	9	3	12
DEPUTY COMM	2	0	0	1	0	0	1	0	3	1	4
NATIONAL COMM	0	0	0	0	0	0	1	0	1	0	1
TOTAL	19 685	5 835	3 257	612	8 073	1 684	56 280	7 752	87 295	15 883	103 178

APPENDIX 8B: SAPS: TOTAL CIVIL ACT PERSONNEL IN TERMS OF OCCUPATIONAL CLUSTERS

DESCRIPTION	WHITE		INDIAN		COLOURED		AFRICAN		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	M	F	M+F
SECRETARY	0	158	0	19	2	32	2	95	4	304	308
REGISTRATION CLERK	42	289	8	20	21	66	154	244	225	619	844
DATA TYPIST	70	454	39	63	75	367	513	1554	697	2438	3 135
ADMIN CLERK	297	3 268	125	389	369	1 031	1 576	3 385	2367	8073	10 440
TYPIST	9	945	2	55	26	226	57	624	94	1850	1 944
PERSONNEL OFFICER	55	534	12	56	47	122	228	391	342	1103	1 445
ADMIN OFFICER	360	480	44	24	56	54	444	234	904	792	1 696
CLEANER	13	11	12	2	264	285	1 537	1 581	1826	1879	3 705
CHAPLAIN	31	7	9	1	14	0	98	8	152	16	168
TELCOM OPER	30	84	3	11	12	79	59	165	104	339	443
MESSANGER	9	2	0	0	18	7	132	30	159	39	198
PROV ADMIN CLERK	97	691	26	47	72	99	323	316	518	1153	1 671
AUXILIARY WORKER	13	18	2	2	64	13	211	14	290	47	337
LEGAL ADMIN OFFICER + MEDICO LEGAL ASSISTANT	54	19	2	8	4	6	46	15	106	48	154
FOREMAN	2	0	0	0	33	21	139	58	174	79	253
GENERAL STOREMAN/ ASSIST.	6	2	2	0	26	7	166	25	200	34	234
ACCOUNTING CLERK	62	340	25	28	37	78	168	205	292	651	943
FOOD SERVICE AID	7	56	0	18	29	193	411	472	447	739	1 186
GARAGE ARTISAN	232	0	22	0	19	0	94	1	367	1	368
TOTAL	1 389	7 358	333	743	1 188	2 686	6 358	9 417	9265	20204	29 472

APPENDIX 8C: SAPS: TOTAL EMPLOYEES: POLICE ACT PERSONNEL AND CIVIL ACT PERSONNEL

DESCRIPTION	WHITE		INDIAN		COLOURED		AFRICAN		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	M	F	M+F
CIVIL ACT	744	6 918	259	731	933	2 708	7 186	9 398	9 122	19 755	29 304
POLICE ACT	19 685	5 835	3 257	612	8 073	1 684	56 280	7 752	87 295	15 883	103 178
TOTAL: CIVIL+POLICE	20 429	12 753	3 516	1 343	9 006	4 392	63 466	17 150	96 417	35 638	132 482

APPENDIX 9: LIST OF PROGRAMME PRESENTERS: EPCBP-RESEARCH PROJECT

- | | | |
|---------------------------|-----------------------|-----------------------------|
| 1. Andrews, G. | 51. Mahlangu, T. | 100. Phokojoe, N.P. |
| 2. April, H. | 52. Maitse, D.B. | 101. Pieters, L. |
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| 12. De la Cruz, L. | 62. Mavuso, W. | 111. Raphlan, N. |
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