

AN IMPACT AND COST-BENEFIT ANALYSIS OF SOME SAPS PERSONNEL CAPACITY- BUILDING PROGRAMMES

by

Alice May Blignaut

Magister Artium (Social Work) [Supervision] - University of Pretoria

Thesis submitted for the degree

PHILOSOPHIAE DOCTOR

in

SOCIAL WORK

at the

North-West University: Potchefstroom Campus

Promoter: Prof. M.L. Weyers

Assistant Promoter: Dr. J.M Jacobsz

Johannesburg
November, 2007

SUMMARY

AN IMPACT AND COST-BENEFIT ANALYSIS OF SOME SAPS PERSONNEL CAPACITY-BUILDING PROGRAMMES

Key terms:

Anger management, Assertiveness, Conflict management, Cost-benefit analysis, Personnel capacity-building programmes, Social work, South African Police Service (SAPS).

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 proactive personnel capacity-building programmes. By 1999, 15 such programmes had been developed. The need subsequently arose for a comprehensive impact assessment and cost-benefit analysis of these programmes and the Evaluation of Personnel Capacity-Building Programmes (EPCaP) study was launched in 2001. The evaluation of the Anger Management, Assertiveness and Conflict Management Programmes, as well as a cost-benefit analysis of the Life Skills programmes as a whole, formed part of this research.

Objectives:

This study had two primary aims. The first was to determine the effect of the Assertiveness, Conflict Management and Anger Management programmes on the knowledge, attitude and behaviour of SAPS personnel. The second was to carry out a cost-benefit analysis of the Life Skills programmes as a whole.

Method:

In the case of the effect measurement, a comparison group pre-test and post-test design and triangulation were used. Eighteen measurement scales and a presenter's evaluation questionnaire were developed and completed by 627 experimental group respondents, 150 comparison group members and 32 presenters. In the cost-benefit analysis, a comprehensive, computerised ROI analysis programme that was developed by Meyer et al. (2003) was primarily used. It measured the interventions' return on investment (ROI), net present value (NPV), payback period, internal rate of return (IRR) and learning cost per attendee.

Results:

By means of the triangulation of measurements it was ascertained that the three personnel capacity-building programmes had a practical significant effect on the respondents' knowledge, attitude and behaviour. They could, therefore, be considered as effective tools in the hands of Police Social Work Services which not only empowered SAPS personnel to lead more productive professional lives, but also enhanced their personal well-being. The cost-benefit analysis indicated that the Life Skills Programmes represented a worthwhile investment of the organisation's time, money and effort. In its first year of implementation alone, it produced a return on investment (ROI) coefficient of more than 1700%.

OPSOMMING

‘N IMPAK EN KOSTE-VOORDELE ANALISE VAN SOMMIGE PERSONEELKAPASITEITSBOUPROGRAMME VAN DIE SAPD

Sleuterterme:

Konflikbestuur, Koste-voordele analise, Maatskaplike werk, Personeelkapasiteitsbouprogramme, Suid-Afrikaanse Polisie diens (SAPD), Selfgelding, Woede.

Agtergrond:

Die herstruktureering van die Suid-Afrikaanse Polisie diens (SAPD) in 1996 het die Afdeling Polisie Maatskaplikewerkdienste genoop om hul dienslewering met pro-aktiewe personeelkapasiteitsbouprogramme uit te brei. Teen 1999 was 15 sodanige programme reeds ontwikkel en is daar met die implementering daarvan begin. Die behoefte het ontstaan om die impak en koste-voordele koëffisiënt van hierdie programme te meet. Dit het in 2001 tot die loodsing van die omvattende “Evaluation of Personnel Capacity-Building Programmes (EPCaP)” ondersoek aanleiding gegee. Die evaluering van die Selfgeldings-, Konflikbestuurs- en Woedebestuursprogramme, asook die koste-voordele analise van die Lewensvaardigheidsprogram in geheel, het deel hiervan uitgemaak.

Doelstellings:

Die primêre doel van die onderhawige ondersoek was om die effek van die betrokke drie programme op die SAPD personeellede se kennis, houding en gedrag te bepaal, asook om ‘n koste-voordele analise van die Lewensvaardigheidsprogram te maak.

Prosedure:

‘n Vergelykende groep, voortoets- en natoetsontwerp en triangulering is in die navorsing gebruik. Altesaam ses metingskale en ‘n aanbiedersevaluasie-vraelys is ontwikkel wat deur onderskeidelik 627 respondente van die eksperimentele groep, 150 lede van die vergelykende groep en 32 programaanbieders voltooi is. In die koste-voordele analise is daar van ‘n omvattende, gerekenariseerde opbrengs-op-beleggingsprogram gebruik gemaak wat deur Meyer et al. (2003) ontwerp is. Dit het die onderskeie intervensies se opbrengs-op-belegging (OOB/ROI), huidige netto-waarde, periode van terugbetaling, interne opbrengskoers en koste-per-deelnemer gemeet.

Resultate:

Die triangulering van die verskillende metings het aangetoon dat al drie die betrokke programme ‘n prakties betekenisvolle effek op respondente se kennis, houding en gedrag uitoefen. Daar kan derhalwe aanvaar word dat die programme ‘n effektiewe diensleweringsmeganisme is en dat dit SAPD lede bemaatig om in beide hul persoonlike en beroepslewe doeltrefferder te funksioneer. Die koste-voordele analise het aangetoon dat die Lewensvaardigheidsprogram ‘n sinvolle belegging van die organisasie se tyd, geld en insette verteenwoordig. Dit het ‘n OOB/ROI koëffisiënt van meer as 1700% in slegs die eerste jaar van implementering opgelewer.

ACKNOWLEDGMENTS

I humbly thank God who has granted me the ability to undertake and complete this research.

My sincere appreciation goes to everyone who contributed to the completion of this study.

In particular, I would like to thank:

- My sons, Johann and Francke and daughter, Ansie, for their love, support and understanding and want to dedicate this study to them.
- Dir. (Dr) Erika Stutterheim, Section Head: SAPS Social Work Services for believing in me and for her support and expert advice.
- Prof. M.L. (Mike) Weyers for his dedication, creativity, motivation, passion and sheer hard work, which inspired me to complete the study.
- Dr. Jannie Jacobsz for his invaluable advice on cost-benefit analyses.
- Prof. Pedro Rankin for his support and advice.
- The 627 SAPS personnel members who were willing to participate in the research by attending the programme, as well as the 150 members who completed the comparison group questionnaires.
- The 32 social workers who presented the programme. Thank you for your dedication and for the quality of your presentations.
- Dr Suria Ellis, Mrs Wilma Breytenbach, Prof. H.S. Steyn (Head) and all other staff members at the Statistical Consultation Services, North-West University (Potchefstroom Campus) for their extraordinary advice and assistance. Without your input, the high level of statistical analysis required by this research would not have been achieved.
- All the members of the EPCaP research team: Prof. Mike Weyers, Prof. Pedro Rankin, Dr. Marili Williams, Dr. Arnel Huisamen, Crestelle Kleingeld, Marina du Plooy, Joye Nel, Cynthia Khumalo, Motswega Montsi and Anna Jansen van Vuuren. A special word of thanks to Marili who did the administration, planning and coordination of the empirical research. Without her input none of this could have been achieved in the time-frame available. To Arnel for all the preliminary work and effort in assisting us. Her contribution is highly appreciated.
- Prof Esté Vorster and Dr Annamarie Kruger of AUTHeR (Focus Area 9.1), North-West University, Potchefstroom Campus, for supporting the research financially.
- Captain [f] C.A. Rodgers, Principal Language Practitioner, SAPS Language Services for editing the study.
- Ms Lucja Willemse for typing some of the documents.
- My friends who understood and gave their support.

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

THE PRESENTATION OF RESEARCH RESULTS

This manuscript is presented in an article format in accordance with Rule A.11.5.3 and A.11.5.4 as set out in the *Year Book* of the North-West University (Potchefstroom Campus) (2005). The content requirements of the South African journals *Social Work/Maatskaplike Werk* and *Social Work Practitioner-Researcher/Maatskaplike Werk-Navorsers-Praktisyn* (see Addendum 7 B) were used as guideline in the formulation of the articles.

The co-author gave permission that Ms A.M. Blignaut may submit this manuscript for the purposes of a Ph.D. degree. The members of the EPCaP research team also gave the authors permission to utilize some of their research data in the calculation of the cost effectiveness of the Life Skills Programmes (see Article 4).

TABLE OF CONTENTS

SUMMARY	I
OPSOMMING	II
ACKNOWLEDGMENTS	III
THE PRESENTATION OF RESEARCH RESULTS	IV
TABLE OF CONTENTS.....	V
LIST OF TABLES	X
LIST OF FIGURES	XII
LIST OF WORKSHEETS	XII
 SECTION 1: ORIENTATION AND METHODOLOGICAL OVERVIEW	1
1 ACTUALITY OF THE RESEARCH	2
2 AIM AND OBJECTIVES	5
3 HYPOTHESIS.....	5
4 LIMITATIONS OF THE RESEARCH.....	5
5 THE RESEARCH DESIGN AND PROCEDURE	6
5.1 THE RESEARCH DESIGN	6
5.2 THE RESEARCH PROCEDURE	6
5.2.1 Step 1: Literature study.....	6
5.2.2 Step 2: Design and testing of measuring instruments.....	7
5.2.3 Step 3: Measuring the effect of each PCBP	7
5.2.4 Step 4: The calculation of the cost-benefit coefficient of the modules.....	8
5.2.5 Step 5: Completion of the research reports	8
5.3 THE RESEARCH GROUPS.....	8
5.4 THE MEASURING INSTRUMENTS	8
5.4.1 The KAB questionnaire	10
5.4.2 The Presentation Evaluation Questionnaire.....	10
5.4.3 The Presenters' Evaluation Questionnaire.....	11
5.5 DATA PROCESSING.....	11
5.5.1 Procedures and formulas for the calculation of reliability and validity.....	12
5.5.2 Procedures and formulas for the calculation of effect.....	12
5.6 ETHICAL ASPECTS	13
6 DEFINITIONS	13
6.1 PERSONNEL CAPACITY-BUILDING PROGRAMMES	14
6.2 OUTCOME ANALYSIS.....	14
6.3 PARTICIPANTS, RESPONDENTS AND PRESENTERS	14
6.4 COST BENEFIT ANALYSIS.....	14
7 PRESENTATION OF THE RESEARCH RESULTS.....	15
 SECTION 2: THE JOURNAL ARTICLES	16
ARTICLE 1	17
AN EVALUATION OF THE CONFLICT MANAGEMENT PROGRAMME OF THE SAPS	17
ABSTRACT.....	17
1 INTRODUCTION	17
2 BACKGROUND AND DEVELOPMENT OF THE PROGRAMME	18
3 NATURE OF THE CONFLICT MANAGEMENT PROGRAMME	19
4 RESEARCH DESIGN AND PROCEDURE.....	21
4.1 AIM AND OBJECTIVES	21
4.2 RESEARCH DESIGN	21
4.3 PROCEDURE.....	22
4.3.1 Step 1: The Literature Study.....	22
4.3.2 Step 2: The Design and Testing of the Measuring Instruments.....	22
4.3.3 Step 3: Measuring the Effect of the Conflict Management Programme	23

4.3.4	Step 4: Analysing and Interpreting	23
4.4	THE RESEARCH GROUPS.....	23
4.5	DATA COLLECTION INSTRUMENTS.....	26
4.5.1	The KAB questionnaires.....	27
4.5.2	The Presentation Evaluation Questionnaire.....	29
4.5.3	The Presenters' Evaluation Questionnaire.....	29
4.6	PROCEDURES AND FORMULAS USED IN DATA ANALYSIS.....	30
4.6.1	Procedures and Formulas for the Calculation of Reliability.....	30
4.6.2	Procedures for the Calculation of Validity	30
4.6.3	Procedures and Formulas for the Calculation of Change/Effect.....	31
4.7	PROBLEMS ENCOUNTERED IN THE RESEARCH	32
5	THE RELIABILITY OF THE MEASURING INSTRUMENTS	33
6	THE EFFECT OF THE PROGRAMME.....	34
6.1	THE EFFECT OF THE PROGRAMME ON RESPONDENTS' KNOWLEDGE	35
6.2	THE EFFECT OF THE PROGRAMME ON RESPONDENTS' ATTITUDES	35
6.3	THE EFFECT OF THE PROGRAMME ON RESPONDENTS' BEHAVIOUR.....	36
7	THE VALUE OF THE PROGRAMME	37
8	THE RELEVANCE OF THE PROGRAMME	38
9	THE INFLUENCE OF THE QUALITY OF THE PROGRAMME PRESENTATION....	40
9.1	THE INFLUENCE OF THE QUALITY OF THE PRESENTER.....	42
9.2	THE INFLUENCE OF THE PRESENTER'S PRESENTATION SKILLS	43
9.3	THE INFLUENCE OF THE LEARNING PROCESS	43
9.4	THE INFLUENCE OF THE PRESENTATION CONTEXT.....	43
9.5	OTHER INFLUENCES.....	43
10	THE PRESENTERS' EVALUATION OF THE PROGRAMME	46
11	FINDINGS AND IMPLICATIONS	52
12	GUIDELINES FOR IMPROVING THE PROGRAMME.....	53
13	CONCLUDING REMARKS.....	54
	REFERENCES.....	55

ARTICLE 259

AN EVALUATION OF THE ASSERTIVENESS PROGRAMME OF THE SAPS.....59

	ABSTRACT.....	59
1	INTRODUCTION	59
2	BACKGROUND AND DEVELOPMENT OF THE PROGRAMME	60
3	NATURE OF THE ASSERTIVENESS PROGRAMME	60
4	RESEARCH DESIGN AND PROCEDURE.....	62
4.1	AIM AND OBJECTIVES	62
4.2	RESEARCH DESIGN	62
4.3	PROCEDURE.....	63
4.3.1	Step 1: The Literature Study.....	63
4.3.2	Step 2: The Designing and Testing of Measuring Instruments.....	63
4.3.3	Step 3: Measurement of the Effect of the Assertiveness Programme	64
4.3.4	Step 4: Analysis and Interpretation.....	64
4.4	THE RESEARCH GROUPS.....	64
4.5	DATA COLLECTION INSTRUMENTS.....	67
4.5.1	The KAB Questionnaire	68
4.5.2	The Presentation Evaluation Questionnaire.....	69
4.5.3	The Presenter's Evaluation Questionnaire.....	70
4.6	FORMULAS AND PROCEDURES USED IN DATA ANALYSIS.....	70
4.6.1	The Calculation of Reliability.....	70
4.6.2	Determining Validity	71
4.6.3	The Calculation of Change/Effect.....	71
4.7	PROBLEMS ENCOUNTERED IN THE RESEARCH	72
5	THE RELIABILITY OF THE MEASURING INSTRUMENTS	73
6	THE EFFECT OF THE PROGRAMME.....	73
6.1	THE EFFECT OF THE PROGRAMME ON THE RESPONDENTS' KNOWLEDGE	74
6.2	THE EFFECT OF THE PROGRAMME ON THE RESPONDENTS' ATTITUDES	75

6.3	THE EFFECT OF THE PROGRAMME ON THE RESPONDENTS' BEHAVIOUR.....	75
7.	THE VALUE OF THE PROGRAMME	76
8.	THE RELEVANCE OF THE PROGRAMME	78
9.	THE INFLUENCE OF THE QUALITY OF THE PROGRAMME PRESENTATION....	80
9.1	THE INFLUENCE OF THE QUALITY OF THE PRESENTER	82
9.2	THE INFLUENCE OF THE PRESENTER'S PRESENTATION SKILLS	82
9.3	THE INFLUENCE OF THE LEARNING PROCESS	82
9.4	THE INFLUENCE OF THE PRESENTATION CONTEXT.....	82
9.5	OTHER INFLUENCES.....	82
10.	THE PRESENTERS' EVALUATION OF THE PROGRAMME	84
11.	FINDINGS AND IMPLICATIONS	90
12.	GUIDELINES FOR THE IMPROVEMENT OF THE PROGRAMME	90
13.	CONCLUDING REMARKS.....	92
	REFERENCES.....	92

ARTICLE 3.....96

THE EVALUATION OF THE ANGER MANAGEMENT PROGRAMME OF THE SAPS. 96

	ABSTRACT.....	96
1.	INTRODUCTION	96
2.	BACKGROUND AND DEVELOPMENT OF THE PROGRAMME	97
3.	NATURE OF THE ANGER MANAGEMENT PROGRAMME.....	98
4.	RESEARCH DESIGN AND PROCEDURE.....	100
4.1	AIM AND OBJECTIVES	100
4.2	RESEARCH DESIGN	100
4.3	PROCEDURE.....	101
4.3.1	Step 1: Literature study.....	101
4.3.2	Step 2: Design and testing of measurement instruments	101
4.3.3	Step 3: Measurement of the effect of the Anger Management Programme	102
4.3.4	Step 4: Analysing and interpreting.....	102
4.4	THE RESEARCH GROUP.....	103
4.5	DATA COLLECTION INSTRUMENTS.....	105
4.5.1	The KAB questionnaires.....	106
4.5.2	The presentation evaluation questionnaire.....	107
4.5.3	The presenter's evaluation questionnaire.....	108
4.6	PROCEDURES AND FORMULAS USED IN THE ANALYSIS OF DATA.....	108
4.6.1	Procedures and formulas for the calculation of reliability	108
4.6.2	Procedures for the calculation of validity	109
4.6.3	Procedures and formulas for the calculation of change/effect.....	109
4.7	PROBLEMS ENCOUNTERED IN THE RESEARCH	110
5.	THE RELIABILITY OF THE MEASUREMENT INSTRUMENTS.....	111
6.	THE EFFECT OF THE PROGRAMME.....	112
6.1	THE EFFECT OF THE PROGRAMME ON RESPONDENTS' KNOWLEDGE	113
6.2	THE EFFECT OF THE PROGRAMME ON RESPONDENTS' ATTITUDES	113
6.3	THE EFFECT OF THE PROGRAMME ON THE RESPONDENTS' BEHAVIOUR.....	114
7.	THE VALUE OF THE PROGRAMME	116
8.	THE RELEVANCE OF THE PROGRAMME	117
9.	THE INFLUENCE OF THE QUALITY OF THE PROGRAMME PRESENTATION..	119
9.1	THE INFLUENCE OF THE QUALITY OF THE PRESENTER	121
9.2	THE INFLUENCE OF THE PRESENTER'S PRESENTATION SKILLS	122
9.3	THE INFLUENCE OF THE LEARNING PROCESS	122
9.4	THE INFLUENCE OF THE PRESENTATION CONTEXT.....	122
9.5	OTHER INFLUENCES	122
10.	THE PRESENTER'S EVALUATION OF THE PROGRAMME	125
11.	FINDINGS AND IMPLICATIONS	131
12.	GUIDELINES FOR IMPROVING THE PROGRAMME.....	132
13.	CONCLUDING REMARKS.....	134
	REFERENCES.....	134

ARTICLE 4..... 138

**A RETURN ON INVESTMENT (ROI) ANALYSIS OF THE SOUTH AFRICAN POLICE
SERVICE'S LIFE SKILLS PROGRAMME.....138**

ABSTRACT.....	138
1. INTRODUCTION	138
2. THE BASIS FOR THE CALCULATION OF THE ROI OF THE PROGRAMME.....	139
2.1 THE NEED FOR A ROI ANALYSIS	139
2.2 THE NATURE OF ROI	140
2.3 THE CONTEXT IN WHICH THE CALCULATION OF THE ROI WAS MADE	141
2.4 BASIC ASSUMPTIONS THAT WERE USED IN ROI CALCULATIONS.....	142
3. THE RESEARCH OBJECTIVES, DESIGN AND PROCEDURE.....	143
3.1 AIM AND HYPOTHESIS	143
3.2 RESEARCH DESIGN.....	144
3.3 PROCEDURE.....	144
3.3.1 Phase 1: The literature study.....	144
3.3.2 Phase 2: The empirical study.....	144
3.3.3 Phase 3: The measurement of the ROI of the Programme	144
3.3.4 Phase 4: The completion of the research reports	144
3.4 THE PARTICIPANTS	145
3.5 PROCEDURES AND FORMULAS USED IN DATA ANALYSIS.....	145
4. THE COST OF THE LIFE SKILLS PROGRAMME	145
4.1 THE COST OF THE GAP ANALYSES	147
4.2 THE COST OF THE LEARNING MATERIAL.....	148
4.3 THE COST OF THE PRESENTATIONS	149
4.4 THE COST OF THE ASSESSMENT	150
4.5 THE FIXED COSTS.....	151
4.6 THE TOTAL COSTS OF THE PROGRAMME.....	151
5. CRITERIA ON WHICH THE CALCULATION OF THE PROGRAMME'S BENEFITS WERE BASED	152
6. THE BENEFITS AND ROI OF THE LIFE SKILLS PROGRAMME.....	155
6.1 THE BENEFITS OF THE PROGRAMME IN TERMS OF IMPROVEMENTS IN THE QUALITY OF SERVICES (SECTION A)	157
6.1.1 Estimated percentage of attendees that will be affected by an unhealthy lifestyle	157
6.1.2 Estimated percentage of attendees that will be affected by inadequate conflict and anger management skills.....	158
6.1.3 Estimated percentage of attendees that will be affected by inadequate problem-solving skills.....	158
6.1.4 Estimated percentage of attendees that will be affected by inadequate time management skills	158
6.1.5 The calculation of variables 1, 2 and 3.....	159
6.2 THE BENEFITS OF THE PROGRAMME IN TERMS OF LABOUR AND OTHER COST SAVINGS (SECTION B).....	159
6.2.1 Benefits that can be derived from the "Healthy Lifestyle" sub-programme.....	159
6.2.1.1 Variable 4: Projected Rand equivalent of lifestyle-related deaths.....	160
6.2.1.2 Variable 5: Projected Rand equivalent of smoking-induced sick leave.....	163
6.2.1.3 Variable 6: Projected Rand equivalent of smoke breaks.....	163
6.2.2 Benefits that could be derived from the "Conflict Management" sub-programme	164
6.2.2.1 Variable 7: Projected Rand equivalent of conflict- induced resignations.....	165
6.2.2.2 Variable 8: Projected Rand equivalent of bullying- induced sick leave.....	166
6.2.2.3 Variable 9: Projected Rand equivalent of conflict-induced grievance procedures	167
6.2.2.4 Variable 10: Projected Rand equivalent of time spent on conflict management by managers.....	167
6.2.2.5 Other cost items not included in the calculations	168
6.2.3 Benefits that could be derived from the "Problem-Solving" sub-programme.....	168
6.2.3.1 Variable 11: Projected Rand equivalent of ineffective problem-solving-related sick leave.....	169
6.2.3.2 Variable 12: Projected Rand equivalent of the time that managers will spend on ineffective problem-solving-related problems.....	170
6.2.4 Benefits that could be derived from the "Time Management" sub-programme.....	170

6.2.4.1	Variable 13: Projected Rand equivalent of lateness-related costs	171
6.2.4.2	Variable 14: Projected Rand equivalent of "time-wasters"	172
6.2.5	Variable 15: The net contribution of the sub-programmes to labour and other cost savings.....	174
7.	THE ROI, NPV, PAYBACK PERIOD, IRR AND LEARNING COST PER PARTICIPANT OF THE LIFE SKILLS PROGRAMME.....	175
8.	THE CASH FLOW STATEMENT OF THE LIFE SKILLS PROGRAMME.....	176
9.	MAIN FINDING.....	178
10.	CLOSING REMARKS.....	178
	REFERENCES.....	178
SECTION 3: CONCLUSIONS, GUIDELINE AND RECOMMENDATIONS		188
1.	INTRODUCTION	189
2.	CONCLUSIONS REGARDING THE RESEARCH DESIGN AND PROCEDURE.....	189
3.	CONCLUSIONS REGARDING THE EFFECT OF THE PROGRAMMES	189
4.	CONCLUSIONS REGARDING THE QUALITY OF THE PROGRAMME PRESENTATIONS.....	190
5.	CONCLUSIONS REGARDING THE ROI OF THE PROGRAMME	190
6.	FINDINGS.....	190
7.	GUIDELINES AND RECOMMENDATIONS.....	191
7.1	TRAINING OF PRESENTERS.....	191
7.2	PROGRAMME CONTENT AND PRESENTATION	191
7.3	POLICE SOCIAL WORK SERVICES	192
7.4	ROI ANALYSES	192
8.	CONCLUDING REMARKS.....	192
SECTION 4: ADDENDA		193
ADDENDUM 1: A PROFILE OF THE PERSONNEL CAPACITY-BUILDING PROGRAMMES		194
ADDENDUM 2: CONFLICT MANAGEMENT QUESTIONNAIRES		195
PRE-SESSION QUESTIONNAIRE: THE "CONFLICT MANAGEMENT" PROGRAMME.....		196
POST-SESSION QUESTIONNAIRE: THE "CONFLICT MANAGEMENT" PROGRAMME.....		200
ADDENDUM 3: ASSERTIVENESS QUESTIONNAIRES.....		205
PRE-SESSION QUESTIONNAIRE: THE "ASSERTIVENESS" PROGRAMME.....		206
POST-SESSION QUESTIONNAIRE: THE "ASSERTIVENESS" PROGRAMME.....		210
ADDENDUM 4: ANGER MANAGEMENT QUESTIONNAIRES.....		215
PRE-SESSION QUESTIONNAIRE: THE "ANGER MANAGEMENT" PROGRAMME		216
POST-SESSION QUESTIONNAIRE: THE "ANGER MANAGEMENT" PROGRAMME		220
ADDENDUM 5: THE PRESENTATION EVALUATION QUESTIONNAIRE		225
ADDENDUM 6: THE PRESENTER'S EVALUATION QUESTIONNAIRE.....		231
ADDENDUM 7(A): INSTRUCTIONS TO AUTHORS: <i>SOCIAL WORK/MAATSKAPLIKE WERK</i>.....		239
ADDENDUM 7(B): REQUIREMENTS SET BY THE JOURNAL: <i>THE SOCIAL WORK PRACTITIONER-RESEARCHER</i>		241
ADDENDUM 8: OFFICIAL LETTER OF THE LANGUAGE EDITOR.....		244
ADDENDUM 9: PROFILE OF SAPS PERSONNEL: APRIL 2003		245
ADDENDUM 10: LIST OF PROGRAMME PRESENTERS: EPCAP-RESEARCH PROJECT		247
OVERARCHING BIBLIOGRAPHY		249

LIST OF TABLES

<i>Number</i>	<i>Page</i>
SECTION 1	
Table 1: The presentation evaluation questionnaire.....	11
Table 2: The presenter's evaluation questionnaire	11
ARTICLE 1	
Table 1: The themes and presentation of the Conflict Management Programme	20
Table 2: The profile of the experimental and comparison groups in terms of rank	24
Table 3: The profile of the experimental and comparison groups in terms of race and gender	25
Table 4: The profile of the experimental and comparison groups in terms of provinces.....	26
Table 5: The composition of the KAB questionnaires	28
Table 6: The composition of the presentation evaluation questionnaire	29
Table 7: The composition of the presenter's evaluation questionnaire	30
Table 8: The Cronbach alpha coefficient (α) of the scales that were used	34
Table 9: Effect size of Scale 1: Knowledge of conflict.....	35
Table 10: Effect size of Scale 2: Attitudes towards conflict	36
Table 11: Effect size of individual questions in Scale 3: Conflict management styles/behaviour	36
Table 12: Effect size and distribution of Scale 4: The value of the programme	37
Table 13: Effect size of Scale 5: The relevance of the programme.....	39
Table 14: Effect size of Scale 6: The quality of programme presentation.....	41
Table 15: The length of the programme's presentation	44
Table 16: The pace of the presentation.....	44
Table 17: The balance between the presentation of information and group participation.....	45
Table 18: The language that was used during the presentation of the programme	45
Table 19: The presenters' view of the relevance of the programme.....	46
Table 20: The presenters' self-assessment.....	47
Table 21: The presenters' evaluation of their own presentation skills.....	48
Table 22: The presenters' evaluation of the learning process.....	48
Table 23: The presenters' evaluation of the presentation context.....	49
ARTICLE 2	
Table 1: The themes and presentation of the Assertiveness Programme	61
Table 2: The profile of the experimental and comparison groups in terms of rank	65
Table 3: The profile of the experimental and comparison groups in terms of race and gender	66
Table 4: The profile of the experimental and comparison groups in terms of provinces.....	67
Table 5: The composition of the KAB questionnaires	69
Table 6: The composition of the presentation evaluation questionnaire	69
Table 7: The composition of the presenter's evaluation questionnaire	70
Table 8: The Cronbach alpha coefficient (α) for the scales that were used.....	73
Table 9: Effect size of Subscale 1.1: Knowledge of the typical behaviour of assertive people	74
Table 10: Effect size of Subscale 1.2: Knowledge of the characteristics of an assertive person	74
Table 11: Effect size of individual questions of Scale 2: Level of belief in own opinion.....	75
Table 12: Effect size of Subscale 3.1: Strategies followed in assertive behaviour.....	76

Table 13:	Effect size of Subscale 3.2: Nature of respondent's assertive behaviour.....	76
Table 14:	Effect size and distribution of Scale 4: The value of the programme.....	77
Table 15:	Effect size of Scale 5: The relevance of the programme.....	79
Table 16:	Effect size of Scale 6: The quality of programme presentation.....	80
Table 17:	The length of the programme's presentation.....	83
Table 18:	The pace of the presentation.....	83
Table 19:	The balance between the presentation of information and group participation.....	83
Table 20:	The language that was used during the presentation.....	84
Table 21:	The presenters' view of the relevance of the programme.....	85
Table 22:	The presenters' self-assessment.....	86
Table 23:	The presenters' evaluation of their own presentation skills.....	86
Table 24:	The presenters' evaluation of the learning process.....	87
Table 25:	The presenters' evaluation of the presentation context.....	88

ARTICLE 3

Table 1:	The themes and presentation of the Anger Management PCBP.....	99
Table 2:	Profile of the experimental and comparison groups in terms of rank.....	103
Table 3:	Profile of the experimental and comparison groups in terms of race and gender.....	104
Table 4:	Profile of the experimental and comparison groups in terms of provinces.....	104
Table 5:	The composition of the KAB questionnaires.....	107
Table 6:	The composition of the presentation evaluation questionnaires.....	107
Table 7:	The composition of the presenter's evaluation questionnaire.....	108
Table 8:	The Cronbach alpha coefficient (α) of the scales that were used.....	111
Table 9:	Effect size of Subscale 1.1: Knowledge of anger reactions.....	113
Table 10:	Effect size of Subscale 1.2: Knowledge of the nature of anger.....	113
Table 11:	Effect size of some questions of Scale 2: Attitude towards anger.....	114
Table 12:	Effect sizes for the subscales of Scale 3: Anger management related behaviour.....	115
Table 13:	Effect size and distribution of Scale 4: The value of the programme.....	116
Table 14:	Effect size of Scale 5: The relevance of the programme.....	118
Table 15:	Effect size of Scale 6: The quality of programme's presentation.....	120
Table 16:	The length of the programme's presentation.....	123
Table 17:	The pace of the presentation.....	123
Table 18:	The balance between the presentation of information and group participation.....	124
Table 19:	The language that was used during the presentation of the programme.....	124
Table 20:	The presenters' view of the relevance of the programme.....	125
Table 21:	The presenter's self-assessment.....	126
Table 22:	The presenters' evaluation of their own presentation skills.....	127
Table 23:	The presenters' evaluation of the learning process.....	127
Table 24:	The presenters' evaluation of the presentation context.....	129

ARTICLE 4

Table 1:	The allocation and structure of Life Skills Programme (LSP).....	141
Table 2:	Basic assumptions that were used in the ROI calculations.....	143
Table 3:	Composition of the Life Skills Programme.....	145
Table 4:	The total costs of the Life Skills Programme.....	152
Table 5:	Matrix of quality improvement and cost-reduction criteria.....	153
Table 6:	Total projected cost of lifestyle-related deaths (Variable 4).....	161
Table 7:	Projected turnover costs of lifestyle-related cancer deaths (Variable 4a).....	162

Table 8:	Projected turnover costs of lifestyle-related related coronary heart diseases deaths (Variable 4b)	162
Table 9:	Projected cost of smoking-related sick leave (Variable 5)	163
Table 10:	Projected cost of smoke breaks (Variable 6)	164
Table 11:	Projected cost of (preventable) conflict-induced resignations (Variable 7)	165
Table 12:	Projected cost of bullying-induced sick leave (Variable 8)	166
Table 13:	Projected cost of conflict- induced grievance procedures (Variable 9)	167
Table 14:	Projected cost of time spent on conflict and conflict-related issues by managers (Variable 10)	168
Table 15:	Projected cost of ineffective problem-solving-related sick leave (Variable 11)	169
Table 16:	Projected cost of the time spend on ineffective problem-solving-related problems by managers (Variable 12)	170
Table 17:	Projected cost of lateness (Variable 13)	172
Table 18:	Projected cost of “time-wasters” (Variable 14)	174

ADDENDUM 9

Addendum 9a:	SAPS: Total Police Act personnel in terms of rank	245
Addendum 9b:	SAPS: Total Civil Act personnel in terms of occupational clusters	245
Addendum 9c:	SAPS: Total Employees: Police Act personnel and Civil Act personnel	246

LIST OF FIGURES

<i>Number</i>	<i>Page</i>
---------------	-------------

SECTION 1

Diagram 1:	The triangulation of measurements in the study	9
------------	--	---

ARTICLE 1

Diagram 1:	The way in which triangulation was used in the study	27
------------	--	----

ARTICLE 2

Diagram 1:	The way triangulation was used in the study	68
------------	---	----

ARTICLE 3

Diagram 1:	Questionnaires and the use of triangulation in the study	106
------------	--	-----

LIST OF WORKSHEETS

<i>Number</i>	<i>Page</i>
---------------	-------------

Worksheet 1:	Input assumptions of the total Life Skills Programme	146
Worksheet 2:	Gap analysis cost of the total Life Skills Programme	148
Worksheet 3:	Cost of the Life Skills Programme’s learning material (including design and development costs)	148
Worksheet 4:	Facilitation and attendee cost of the Life Skills Programme	150
Worksheet 5:	Assessment cost of the Life Skills Programme	151
Worksheet 6:	Fixed costs involved in the presentation of the Life Skills Programme	151
Worksheet 7:	The combined benefits of the Life Skills Programme’s sub-programmes	156
Worksheet 8:	ROI and associated measurements of the Life Skills Programme	175
Worksheet 9:	Cash flow statement for the Life Skills Programme (2003-2005)	177

SECTION 1:

ORIENTATION AND METHODOLOGICAL OVERVIEW

1. ACTUALITY OF THE RESEARCH

The promulgation of the South African Police Service Act (Act 68/1995) on 4 October 1995 placed Police Social Work Services (PSWS) in a difficult position. It could either stick to the therapy-centred approach that had become the norm and run the risk of becoming irrelevant in an organisation that was transforming or it could adopt an alternative service-delivery paradigm. The choice fell on the latter (Stutterheim & Weyers, 2004:1). This entailed the development and implementation of proactive, programme-based occupational social work interventions aimed at empowering police members to become more effective in both their professional and personal lives.

One of the factors that lent impetus to the development of the new service-delivery paradigm was a baseline research project that had been undertaken by Ask Africa (Stutterheim & Weyers, 2004:2). This research consultant's brief was basically (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 draw a comparison between the two sets of perceptions.

Ask Africa's final research report became available in 1998 and indicated a need for both reactive (therapeutic) and proactive (capacity building) social work services (Ask Africa, 1997). Five priority areas for proactive services were identified. These were stress, substance dependencies, financial difficulties, personnel conflict/teamwork and general life skills (Ask Africa, 1997:28). The fact that these were priority service delivery areas was also substantiated by Police Social Work Service's own service delivery statistics (cf. PSWS, 2001b). During a National Conference in September 1999, all the SAPS social workers decided that the relevant areas should be dealt with by means of personnel capacity-building programmes (sometimes only referred to as 'programmes') (PSWS, 1999).

From March 2000 onwards, working groups of Police Social Work Services (PSWS) developed 15 new personnel capacity-building programmes in order to meet the needs of the then approximately 132 000 members of the South African Police Service (SAPS). Although basic evaluation instruments were included in some of the programme packages, they were not substantive enough to determine scientifically the effect of the interventions on the participants or their cost-efficiency. It was, therefore, decided to undertake a comprehensive impact assessment and cost-benefit analysis of these programmes and the Evaluation of Personnel Capacity-Building Programmes (EPCaP) study was launched in 2001. The evaluation of the Anger Management, Assertiveness and Conflict Management Programmes, as well as a cost-benefit analysis of the Life Skills Programme as a whole, formed part of this research.

The comprehensive Life Skills Programme comprised nine sub-programmes (see Addendum 1). Each focussed on a particular facet of social functioning. Apart from assertiveness, conflict management and anger management, they covered self-knowledge, a healthy lifestyle,

communication, the planning of goals, time management, problem-solving, motivation and change, Rational Emotive Theory (RET) and locus of control. The Programme was designed in such a manner that its sub-programmes could be presented jointly or independently subject to the need. The connecting factor was that each was striving for a similar overall goal, viz. to empower SAPS personnel with the knowledge, attitudes and skills necessary to become balanced employees (PSWS, 2001^a ii).

There are six fundamental reasons why it was deemed important to empower police personnel. The first is that work in the SAPS is characterized by a high incidence of stressful and traumatic events. Personnel do not always have the ability to deal with these events. They, therefore, require life skills training that is appropriate to their developmental tasks as well as the special challenges, problems and transitions they may have to face (cf. Nelson-Jones, 1998:217). It should enable them to translate knowledge and attitudes into actions as actual abilities. Programmes such as Conflict Management, Assertiveness and Anger Management could help to fulfil this need.

The second reason was the cost of stress and trauma to the organisation. The Medical Board Section of National Head Office, Pretoria (2002) determined that there had been a 20% increase in medical unfitness among police members during the period 1996 to 2001, owing to stress. This resulted in police personnel booking off sick for extended periods, which in turn escalated into high levels of absenteeism amongst other personnel and a significant drop in productivity. Burgers *et al.* (in Young, 1997:32) stated the following: “A cycle of violence places police in constant contact with victims while often becoming victims themselves or being forced to use violence against criminals. This overexposure to death and disaster means high rates of suicide, medical-boards and hospitalisation, with massive costs for society.” If the PSWS could minimize absenteeism due to stress by introducing Life Skills and other programmes, it would assist with economizing and would have a positive impact on the effectiveness and efficiency of the SAPS.

The third factor is the negative impact of the perceptions that are created by a critical media. It includes statements such as: “More police per capita are murdered annually in South Africa than in any other country not involved in war”, that police suicides and stress “pushes the nerves to the limit” (Anon., 1999:13) and that policemen are uncertain about their future and become withdrawn and aggressive. The social workers of the SAPS cannot prevent the traumatic events and experiences that are sometimes part and parcel of police officials’ work, but can change their reactions to such events and their ability to deal with them (Stutterheim & Weyers, 2004:8). This can be done by strengthening their resilience through the implementation of proactive programmes as forms of strengths-focused interventions.

A fourth factor is the inability of some members to meet the demands of their work environment. This was evident from the number of complaints that the organisation received. For example, the annual report from National Evaluation Services stated that the SAPS received 1637 “high level”

complaints against police personnel for unprofessional service, poor investigation, poor communication and corruption in 2001/2002 (SAPS, 2003). In addition, an indication of the need for programmes could be found in the fact that Police Social Work Services had dealt with 36 461 members with aggression-related problems and 3.01% with disciplinary problems between 1 April 1999 and 31 March 2000 (PSWS, 2001^b:3).

The fifth factor is the high incidence of social problems among SAPS personnel. The service delivery statistics of PSWS indicated that, during the period 1 January 2002 to 31 March 2003, the social workers had rendered a service to more than 5 000 personnel who had experienced alcohol and stress-related problems, who had made suicide threats or had been part of domestic violence incidents (PSWS, 2003^a). Members may often harbour memories of traumatic incidents, which may trigger feelings of anger towards their work environment and life in general. This often leads to a need to express their personal feelings, thoughts, beliefs and rights in an aggressive rather than an assertive manner (cf. Du Toit *et al.*, 1997:225). Programmes such as Conflict Management, Assertiveness and Anger Management could help them to master the skills required to manage their feelings effectively.

The final factor and goal of the Life Skills Programme are to enhance SAPS personnel's resilience. Such members would be able to rise to challenges and adapt to adversities, sustain their competencies under threatening circumstances and recover from trauma more easily (cf. Stutterheim & Weyers, 2002:11).

The Life Skills Programme has been implemented widely in the organisation. Up until this stage, research into the effects of nine of its constituent sub-programmes has been completed (see Addendum 1). What still remains to be done, is to determine the effect of the last three, viz. Conflict Management, Anger Management and Assertiveness, and also to make a cost-benefit analysis of the programme as a whole. The following research questions will, therefore, have to be answered:

- What is the effect of the Assertiveness, Anger Management and Conflict Management Programmes on the knowledge, attitude and behaviour (KAB) of SAPS personnel?
- What influence does the quality of the presentation of the three programmes have on their effect?
- Does the Life Skills Programme (as a whole) represent a cost-effective investment by the organisation?
- In what way can the Assertiveness, Anger Management and Conflict Management (sub-programmes) as well as the Life Skills Programme (as a whole) be improved?

The methodology that was used in this study to arrive at answers to these four questions will be covered next.

2. AIM AND OBJECTIVES

This study has a twofold aim, viz.:

- To measure the effect of the Conflict Management, Assertiveness and Anger Management Programmes on SAPS personnel
- To ascertain if the Life Skills Programme as a whole represents a cost-effective investment.

In order to achieve the above aims, five objectives were pursued in the research. They were:

- To determine if the Assertiveness, Anger Management and Conflict Management programmes had a practical significant effect on the knowledge, attitude and behaviour (KAB) of personnel.
- To determine what influence the quality of the programmes' presentation had on their impact.
- To calculate the combined effect that the sub-programmes of the Life Skills Programme had on the knowledge, attitude and behaviour (KAB) of the SAPS personnel.
- To determine the cost-effectiveness of the Life Skills Programme as a whole.
- On the basis of the aforesaid, to establish guidelines for the further improvement of the Life Skills Programme and its constituent Assertiveness, Anger Management and Conflict Management sub-programmes.

3. HYPOTHESIS

In this study the following two hypotheses were tested:

- (a) That the Assertiveness, Conflict Management and Anger Management programmes have a practical significant effect on the knowledge, attitude and behaviour of SAPS personnel.*
- (b) That the Life Skills Programme represents a cost-effective investment by the SAPS.*

4. LIMITATIONS OF THE RESEARCH

Owing to the fact that the EPCaP study had to be undertaken on a nation-wide basis that involved more than 4 300 respondents (including 146 presenters/social workers and 9 researchers) from all 10 SAPS Provinces, some logistical problems were encountered which resulted in a relatively high percentage of spoiled questionnaires (8.54%) and a reasonably poor response rate in terms of the presenters' evaluation questionnaires. These problems were also encountered in measuring the effect of the Conflict Management, Assertiveness and Anger Management programmes.

The research design necessitated the use of a higher order of statistical analysis. This had to be accomplished by means of questionnaires that could not be fully standardized before the commencement of the main empirical study. The latter resulted in some scales and subscales exhibiting an inadequate Cronbach alpha coefficient and/or low d-value. These types of problems were anticipated from the outset and offset with the help of triangulation.

It is the set policy of the SAPS that the same programmes must be presented to all personnel members, irrespective of their rank or educational level. There were indications that members of the different groups derived differentiated value from the programmes, especially on the grounds of educational level. These differences could not be explored fully because of the design and scope of the study.

The empirical research had to be conducted between February and May 2002. Some of the social workers were new to the SAPS and had not been fully trained in presenting the programmes. These factors meant that some of the provinces could not be equitably represented in the research (see the articles for more details).

5. THE RESEARCH DESIGN AND PROCEDURE

The following overview will deal broadly, only, 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 cover these issues in more detail.

5.1 THE RESEARCH DESIGN

In the empirical research, a comparison group pre-test/post-test design was used. This is equivalent to a classical experiment, but according to De Vos and Fouche (1998:132), without the "...random assignment of subjects to the groups". It was deemed to be the most appropriate design because it made it possible to determine the effect of the programmes statistically in circumstances where it was impossible to comply with all the prerequisites of a classical experiment (cf. Bailey, 1994:236-7; Strydom, 1999:110).

5.2 THE RESEARCH PROCEDURE

The research procedure consisted of five basic steps. They were a literature study, the design and testing of the measuring instruments, the measuring of the effect of each programme, the calculation of the cost-effectiveness of the Life Skills Programme and the compilation of the research reports.

5.2.1 Step 1: Literature study

In order to gain additional background information on the programmes and to assist with the formulation of the measuring instruments, a comprehensive literature study was undertaken. It covered aspects such as the characteristics, attributes and requirements of assertiveness, conflict management and anger management, the generic nature of capacity-building programmes, the requirements for programme presentations and evaluation and the nature of cost-benefit analyses.

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 annual and statistical reports of Police Social Work Services were also studied.

The sources that were consulted in the literature study included SAPS documentation and research reports, published theses, books and magazines from South Africa and abroad and conference presentations. Furthermore, appropriate sources on the Internet and literature from other related fields such as personnel management, community policing, criminology, industrial psychology and training were also utilised. The following databases were used in identifying appropriate sources:

- The NEXUS - RGN database for current and completed research in South Africa from 1969.
- RSAT - Index of South African magazine articles from 1987.
- SSI - Social Sciences Index.
- Social Work Abstracts.
- Psychlit - Psychology database from 1987.
- ERIC - Educational Resources Information Centre.
- The catalogues of the North-West University (Ferdinand Postma Library), University of Pretoria and University of South Africa.

5.2.2 Step 2: Design and testing of measuring instruments

The second step involved the designing and testing of the 14 questionnaires that would be used in the study. The EPCaP research team developed two of these, viz. the presentation evaluation and presenter's evaluation questionnaires. The other twelve were based on the content of the three programmes concerned and the available literature. The pre- and post-test questionnaires were peer-group reviewed and then applied, analysed and adapted during a series of consecutive pilot studies (see articles for details). Once it had been ascertained that they possessed adequate reliability and validity levels (De Vos & Fouche, 2002:166), the main study commenced.

5.2.3 Step 3: Measuring the effect of each PCBP

The cost-benefit analysis and the effect measurement of the Assertiveness, Anger Management and Conflict Management Programmes were each dealt with as separate research projects. Each programme was presented to approximately 600 SAPS personnel members and their effect measured with the aid of six types of scales. At the same time, a comparison group of 150 members was subjected to a similar type of measurement process.

5.2.4 Step 4: The calculation of the cost-benefit coefficient of the modules

As a fourth step, the results of the studies into the effect of the constituent sub-programmes of the Life Skills Programme were combined with an analysis of the cost of their presentation in order to calculate the cost-benefit coefficient of the programme (cf. Davidove & Schroeder, 1992:70-71; Goldwasser, 2001:82-88; Moonen, 2003:147-165).

5.2.5 Step 5: Completion of the research reports

After the data had been captured, analysed and interpreted, the four research articles were written and additional reports were drawn up.

5.3 THE RESEARCH GROUPS

In order to make the experimental and the comparison groups as representative of the total SAPS population as possible, four main criteria were used. They were rank/position, race, gender and province.

With regard to the rank/post 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 those appointed in terms of the Public Service Act (Act No 103 of 1994). Personnel appointed in terms of the Police Act occupied nine different rank levels ranging from Constable to the National Commissioner. The SAPS administrative personnel corps is employed in post types such as personnel officer, medico-legal official, secretary, registration clerk, data typist, administrative clerk, typist, cleaner, etc. For the purpose of the analysis, these so-called 'Public Service Act' personnel were dealt with as a unit.

By using a province as a criterion, it was possible to ensure that other attributes such as language distribution, geographical location (deep rural, semi-rural, rural, urban, historical background) and different sections of the organisation would also be covered. In the case of the race and gender composition, the personnel profile of the SAPS was used as a point of reference. An attempt was then made to match the groups as closely as possible to this profile.

The degree to which the 627 members of the experimental groups and the 150 members of the comparison groups met the criteria concerned, are set out in the respective articles.

5.4 THE MEASURING INSTRUMENTS

Because of the unique nature of the programmes, standardised questionnaires/scales could not be used in this study. Consequently, totally new measuring instruments had to be developed. In order to bridge potential shortcomings in the individual instruments and to enhance the research findings, triangulation was used. Erlandson *et al.* (in De Vos & Fouche, 2002:341) interpreted it as research that "...seeks out several different types of sources that can provide insights about the

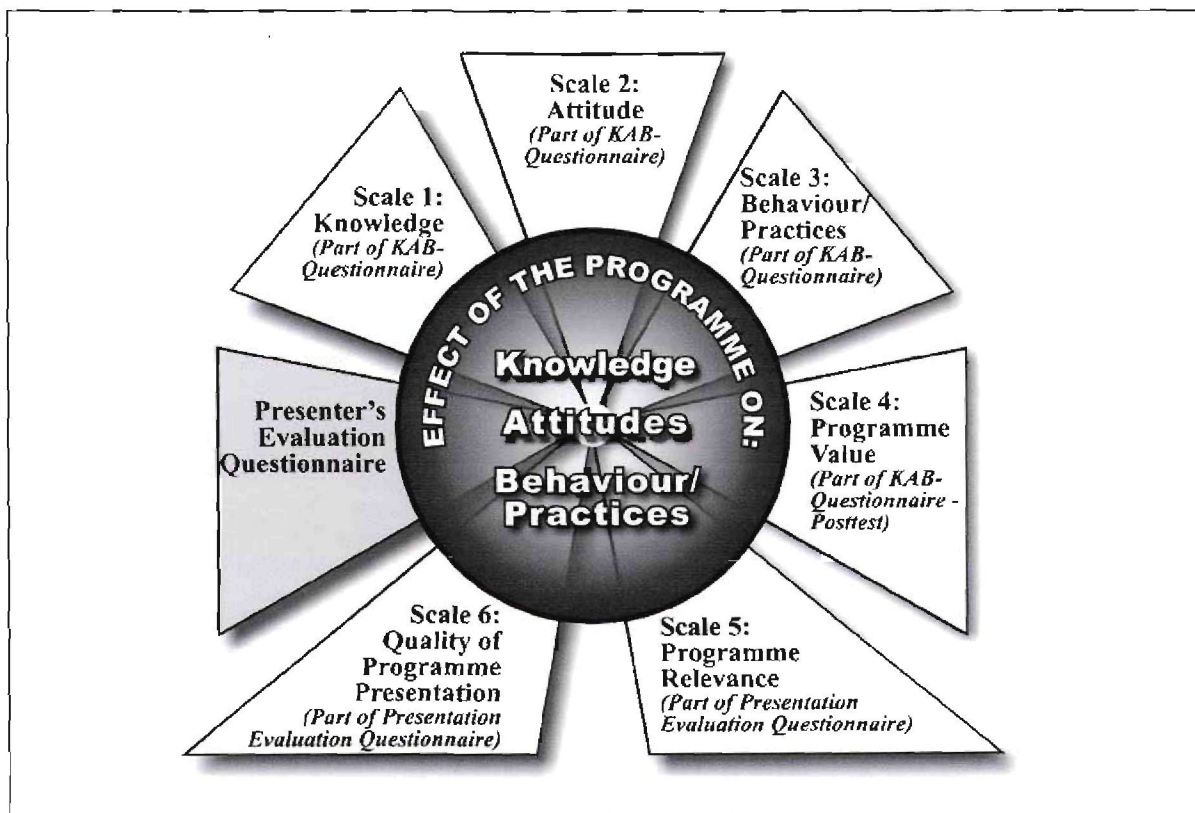
same events or relationships.” For the purpose of the study, triangulation was seen as “...the combination of two or more theories, data sources, methods or investigators in one study of a single phenomenon to converge on a single construct” (Hilton, 2003). In this case, multiple instruments were employed to measure the same phenomenon, viz. the effect of the programmes (Bryman, 2003; Mark, 1996:220; Patton, 2002:556, 559-560).

In the research, the data that was produced by six types of measurement instruments was triangulated. These instruments were:

- The *knowledge, attitude and behaviour/practices* scales contained in the KAB questionnaires (completed by both the experimental and comparison groups and designated as scales 1, 2 and 3),
- The programme *value* scale (completed by the experimental group and designated as Scale 4),
- The programme *relevance* scale (completed by the experimental group and designated as Scale 5)
- The *quality of the programme presentation* scale (completed by the experimental group and designated as Scale 6).

The manner in which all the instruments (in the context of triangulation) were used in measuring the outcomes of the programmes, is visually illustrated in Diagram 1.

DIAGRAM 1: THE TRIANGULATION OF MEASUREMENTS IN THE STUDY



The nature and content of the data-gathering 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 formed part of educationally-based research in fields such as health, education, economic, social marketing and social development for some time (Berger *et al.*, 1994; Donati *et al.*, 2002; Mitchell & Kaufman, 2002; WPDCE, 1999; Weinreich, 1999). It is, however, still scarce in social work research.

KAB studies are based on the premise that human functioning can be divided into three dimensions, viz. a cognitive (knowledge), an affective (emotional/feeling) and a conative (behavioural) dimension (Thompson, 2002: xvii). These three dimensions are connected but do not necessarily exhibit linear relationships. Change in one dimension does not, therefore, necessarily lead to change in another and the bringing about of a change in one dimension (e.g. attitudes) is not necessarily a prerequisite for change in another dimension (e.g. conduct) (Akade, 2001:248-251; Elkind, 1993:171, McCann & Sharkey, 1998:268-9). It would, therefore, be possible to calculate the magnitude of the effect that a programme has on each of the three dimensions (individually) with the aid of the KAB scales.

Four KAB questionnaires were designed for each programme. Two of these were completed on a pre-intervention and post-intervention basis by the experimental groups (see Addenda 2 to 4) while the comparison groups also completed two similar questionnaires during the same time period. The questionnaires comprised both closed questions (e.g. true/false) and Likert-type scales (e.g. strongly disagree/disagree/agree/strongly agree) (cf. Jackson, 2003:61; McCormack & Hill, 1997:70).

5.4.2 The Presentation Evaluation Questionnaire

A single presentation evaluation questionnaire was developed for the whole EPCaP project (see Table 1). It too went through a process of pilot testing before being administered to the members of the experimental group directly after the presentation of each programme. It 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 effect of the programme. These five sections each formed a subscale 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).

TABLE 1: THE PRESENTATION EVALUATION QUESTIONNAIRE

SECTION	ASPECTS THAT WERE COVERED	QUESTIONS
Section 1	Evaluation of the Presenter	Question 1-5
Section 2	Evaluation of the Presenter's Skills	Question 6-10
Section 3	Evaluation of the Learning Process	Question 11- 17
Section 4	Evaluation of the Presentation Context	Question 18-21
Section 5	Evaluation of the Relevance of the Course/Programme	Question 22-27
Section 6	<i>General (Length of the programme, the pace of the presentation, the balance between the time spent on presentation and group involvement, the language used most in the programme)</i>	Question 28-31

5.4.3 The Presenters' Evaluation Questionnaire

The last instrument that was used was the presenters' evaluation questionnaire. The social workers who presented programmes were requested to complete the presenters' evaluation questionnaire (see Table 2). It enabled them to evaluate their own presentation abilities or skills, as well as the relevance of the programme. They also had the opportunity to make recommendations for improving the programme. To enable researchers to make comparisons, the presenter's evaluation questionnaire was based on the presentation evaluation questionnaire.

TABLE 2: THE PRESENTER'S EVALUATION QUESTIONNAIRE

SECTION	ASPECTS THAT WERE COVERED	QUESTIONS
Section 1	Self-assessment	Question 1-5
Section 2	Self-evaluation of Presentation Skills	Question 6-10
Section 3	Evaluation of the learning process	Question 11-17
Section 4	Evaluation of the context	Question 18-21
Section 5	Evaluation of the relevance of the course/programme	Question 22-27
Section 6	<i>General (Length of the programme, tempo of the presentation, balance between time spent on presentation and on group involvement, language used the most)</i>	Question 28-31

5.5 DATA PROCESSING

All the data collected by means of the triangulation of measurements was analysed in conjunction with the Statistical Consultation Services of the North-West University (Potchefstroom Campus)

and with the aid of the SAS computer package (SAS Institute Inc., 1999). In this process, it was necessary to determine whether or not the measurement scales were reliable, the questions were valid and the scales were able to measure change. The procedures and formulas that were used to measure all of the above will be discussed briefly.

5.5.1 Procedures and formulas for the calculation of reliability and validity

In order to determine the reliability of the measuring instruments, the Cronbach alpha coefficient (abbreviated as 'Cronbach alpha', 'CA' or simply " α ") of every scale and subscale were calculated (Gravetter & Forzano, 2003:455). Due to the non-clinical nature of the research, a score of 0.50 or higher was accepted as an appropriate reliability coefficient (cf. Jackson, 2003:87-91). The face, content and criteria validity of the questions and scales were primarily determined by means of the peer-group evaluations and pilot studies (cf. Creswell, 2003:157-8; Elmes *et al.*, 2003:55-59).

5.5.2 Procedures and formulas for the calculation of effect

In order to measure practical significant change, Cohen's formula for the calculation of effect size was used. This type of effect size is also known as Cohen's d-value (Cohen, 1988: 20-7; Steyn 2000, 1-3). The reason for this choice entailed 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 to generalize the results to the target population by means of inferential statistics.
- To determine whether or not the programme changed the knowledge, attitudes and behaviour of SAPS personnel *in practice*, the standardized difference was used as effect size (cf. Gravetter & Forzano, 2003:454). This entailed dividing the difference between two averages (or averages of a given mean) by the standard deviation. According to Steyn (2000:3), this is a natural criterion for drawing conclusions regarding significance.

The primary formula that was used in the research was Cohen's formula for calculating the effect size *between* two groups. It is the following:

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

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 (Cohen, 1988:20-7)

The guidelines that were used in the interpretation of all d-values were as follow:

- If $d = 0.2$ it would indicate a *small effect*, implying that the research should be repeated in order to confirm if there is an effect.

- If $d = 0.5$ it would indicate a *medium effect*, implying that the result can be viewed as significant, but also that better-planned research could produce even more significant results.
- If $d = 0.8$ it would indicate a *large effect* that 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 (Spatz, 2001:74-5; Steyn, 1999:3).

In determining the experimental groups’ experience of the *value* and *relevance* of the programme, as well as the *quality* of the presentation, the formula entailed the following:

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

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.

Besides effect sizes (d-values), descriptive statistics such as totals, percentages and averages were also used for some scales and questions.

5.6 ETHICAL ASPECTS

Permission was obtained from the SAPS Management at National Level to carry out the research in the organisation. Besides this, the study focused on the programmes and not on the individual members of the organisation. All social workers were trained in the research process beforehand in order to eliminate unforeseen situations which could impact negatively on participants.

In order to protect the rights of participants, each potential respondent was free to choose to participate in the study. Informed consent (cf. De Vos & Fouche, 2002:65) was obtained from the respondents and all participants remained anonymous. In order to ensure their anonymity, a system of secret numbers was used in the study (see questionnaires) (cf. DeVos & Fouche, 2002:67-69). In view of the fact that the study would cut across cultural boundaries, care was exercised to avoid value judgements concerning cultural aspects (cf. De Vos & Fouche, 2002:69-70). The members of the comparison groups were afforded the opportunity to take part in the capacity-building programmes at a later stage.

After the research has been completed, a final written report with all the recommendations will be submitted to the SAPS Management and the participants (cf. De Vos & Fouche, 2002:71-72).

6. DEFINITIONS

A number of concepts that are used continually throughout this research report will be defined.

6.1 PERSONNEL CAPACITY-BUILDING PROGRAMMES

The concepts ‘personnel capacity-building programme’, ‘capacity-building programme’ or simply ‘programme’ will refer to the structured intervention mechanism that was utilized by the social workers to empower SAPS personnel with the knowledge, attitude and behaviour they would require 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 programmes entitled “Assertiveness”, “Conflict Management” and “Anger Management.” The origin and focus of the programmes will be discussed in the articles.

6.2 OUTCOME ANALYSIS

In the report, the concept ‘outcome analysis’ refers to both the process and the results obtained by using Cohen’s formula for the calculation of effect size. It is sometimes also called a “summative evaluation” and Patton (2002:218) stated that it “...judges the overall effectiveness” of an intervention. In this regard, ‘effect’ will refer to the magnitude (if any) of the *change* that was brought about by the programme (independent variable) to the respondents’ knowledge, attitudes and/or behaviour.

6.3 PARTICIPANTS, RESPONDENTS AND PRESENTERS

It was necessary to differentiate between the different types of people who were involved in the study. The following three concepts will be used for this purpose:

- ‘Participants’ will refer to all the persons who participated in the study and who contributed to the data (cf. Gravetter & Forzano, 2003:462). The term will thus cover both the respondents and presenters of the programmes.
- ‘Respondents’ will only refer to the police personnel who participated in the experimental group (Group e) and the comparison group (Group c) (cf. Babbie, 2001:G3).
- The concept ‘presenters’ will refer to the social workers of the SAPS who presented one or more of the programmes.

6.4 COST BENEFIT ANALYSIS

A cost benefit analysis can be defined as the scientific measurement of the monetary benefits obtained by an organisation over a specified period in return for a given investment in a service delivery programme (Meyer *et al.*, 2003:5; Weyers, 2005:3). It is, therefore, the “...relationship between profit and the money invested in a project..., usually expressed as a percentage”.

7. PRESENTATION OF THE RESEARCH RESULTS

This manuscript is presented in an article format in accordance with Rule A.13.7 and Rule A.14.4.2 of the *General Academic Rules* of the North-West University (2002:24,28). In formulating the articles, the content and technical requirements of the South African journals *Maatskaplike Werk/Social Work* and *Social Work Practitioner-Researcher/Maatskaplike Werk-Navorsers-Praktisyn* (see Addendum 7B) have been used as a guideline. The articles will, however, be abridged before submission in order to comply with the length requirements of the journals.

The research report is divided into four sections:

- Section 1 will cover the methodology used in the research. It includes the actuality of the study, its aim and objectives and the research design and procedure.
- Four magazine articles will be provided in Section 2. Their titles are:
 - “An Evaluation of the Assertiveness Programme of the SAPS”
 - “An Evaluation the Anger Management Programme of the SAPS”
 - “An Evaluation of the Conflict Management Programme of the SAPS”
 - “A Cost-Benefit Analysis of the South African Police Service’s Life Skills Programme” (this article will include the overall effect of the Life Skills Programme on the knowledge, attitude and behaviour of SAPS personnel).
- The main findings of the study and guidelines for the improvement of the programmes will be set out in Section 3.
- The Addenda form the concluding section. It will include, among others, all the questionnaires, a list of presenters and a profile of the SAPS population.

To present the articles as individual, functional units, each will be provided with its own bibliography. For ease of reference, a combined bibliography for the entire research report will appear at the end. It must be noted that each article will be dealt with as a *separate entity*. Unfortunately, this necessitates the repetition of some information in some of the articles.

SECTION 2:

THE JOURNAL ARTICLES

Article 1

Blignaut, AM & Weyers, ML

AN EVALUATION OF THE CONFLICT MANAGEMENT PROGRAMME OF THE SAPS

Senior Superintendent A M Blignaut is a social worker attached to the South African Police Service and Prof M L Weyers is a lecturer in the Social Work Division of the School for Psychosocial Behavioural Sciences, North-West University: Potchefstroom

ABSTRACT

Background: The work of police officials is generally filled with conflict of various types. Because of this and other factors, the Social Work Service of the South African Police Service (SAPS) developed a proactive conflict management programme. This programme focused on the improvement and development of personnel's practical conflict management strategies and techniques in order to enhance their ability to cope with the day-to-day challenges they face especially in their work environments.

This programme was one of 15 personnel capacity-building programmes that were developed in early 2000. In 2001, the need arose for a comprehensive impact assessment of these programmes and a study, entitled the Evaluation of Personnel Capacity-Building Programmes (EPCaP), was launched. The evaluation of the Conflict Management Programme formed part of this research.

Aim: The primary aim of the research project was to determine the effect of the Conflict Management Programme on the knowledge, attitude and behaviour of SAPS personnel.

Method: During the research, a comparison group pre-test and post-test design and triangulation were used. Six measurement scales and a presenter's evaluation questionnaire were developed and administered. The research involved 202 experimental group respondents, 52 comparison group members and 14 presenters.

Results: The programme had a practical significant effect on the respondents' knowledge, attitudes and behaviour and changed their personal and professional lives in a very positive manner. The research showed that, although the programme was already a highly effective capacity-building instrument, steps could be taken to further improve its teaching media and learning material.

8. INTRODUCTION

The need for personnel capacity-building programmes in the South African Police Service (SAPS) arose from 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 in the context of a changing organisation and society. After April 1994, this change formed part of the organisation's new focus on a proactive, client-centred service to the community (cf. Stevens & Yach, 1995:6). The second factor was the high prevalence of social problems among personnel. These problems could not be dealt with cost-effectively by the number of social workers available or the therapy-centred approach that was being followed (Stutterheim & Moruane, 2002:1-2). Consequently, an alternative to the therapy-centred service delivery paradigm had to be found. As

a result, various personnel capacity-building programmes were developed and implemented by Police Social Work Services (PSWS) from 1999 onwards.

In 2001, a study entitled the “Evaluation of Personnel Capacity-Building Programmes” (EPCaP) was launched to determine the effect of these programmes. The evaluation of the Conflict Management Programme research project formed part of this study and will be the focus of this article. In order to put this research into perspective, however, three issues will first be addressed. These are the background to the development of the programme, its nature and the research design that was used. This will then be followed by an account of the results achieved.

9. BACKGROUND AND DEVELOPMENT OF THE PROGRAMME

As a result of restructuring in the SAPS and changes to certain of its policies, an external research consultant, ‘Ask Africa’, was requested to conduct extensive research into the nature of the social work services in the organisation (Stutterheim & Moruane, 2002:172). The main aim was to determine the service delivery needs of the personnel as well the police social workers’ perceptions of these needs. Ask Africa also had to draw a comparison between these two sets of expectations. The research was conducted in 1997 and the final report presented to the SAPS in 1998 (Ask Africa, 1997). The research results clearly showed a need for both reactive (therapeutic) and proactive (capacity-building) social work services.

Various priority areas for proactive services were identified. These included stress, substance-dependency, financial problems and personnel conflict/cooperation (Ask Africa, 1997:28). The relevance of these areas was borne out by statistics kept by Police Social Work Services (cf. PSWS, 2001b). It was, therefore, decided at a PSWS National Conference held in September 1999 that the priority areas should be addressed by the development and widespread implementation of personnel capacity-building programmes (PSWS, 1999:2).

For the development of the programmes, various project teams were established. Each team comprised SAPS social workers from every province. Their task was to evaluate best practices and come up with standardised capacity-building programmes. They produced six comprehensive programmes entitled “Managing Stress Effectively”, “Substance Dependency”, “Be Money Wise”, “HIV/AIDS Awareness”, “Colleague Sensitivity” and “Life Skills”. The Life Skills programme contained several sub-programmes that covered subjects such as healthy lifestyle, self-knowledge, conflict management, anger management, assertiveness, goal planning, time management and problem-solving (see Addendum 1). The widespread presentation of these programmes commenced in 2000.

In 2001 it was decided to undertake a comprehensive study into the impact of the programmes on all the personnel in the organisation. It thus had to include staff that had been 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 latter Act mainly covers employees rendering a support service such as

logistics and financial administration. Although they have not been trained as police officials, the fact that they work in a police environment subjects them to the work-related problems that are common in the organisation.

The aim of the evaluation of the Conflict Management Programme was to determine its impact on the knowledge, attitude and behaviour of the personnel. Its main focus was, however, on behavioural change owing to the fact that this type of change is the primary purpose of the programme.

10. NATURE OF THE CONFLICT MANAGEMENT PROGRAMME

The need for a Conflict Management Programme can generally be attributed to the fact that a police official's life is often filled with conflict and anger. This is linked to the type of job that he/she has to perform, the environment in which the official works and the effect of these factors on his/her personal life.

Anger is often directed towards the police official who is simply doing his or her job (Bentley, 1994:51; Fortado, 2001:1189-1221; McCraty *et al.*, 1999:1-3). The community does not always understand that there are two sides to an issue that involves conflict, viz. that of the police official and that of the offender (cf. Kindler, 1988:1-5). Kistan (1999:21-22) argues that conflict occurs when mutually exclusive goals or values exist. The police official's main aim is to uphold the law while society is full of people breaking the law. The entire spectrum of the police official's work includes investigating the people who exceed the boundaries that are legislated by law and accepted by the community. Police personnel, therefore, have to get involved in conflict situations and resolve them.

Police personnel also experience conflict in their work environments. Individual and inter-group conflict and power struggles will often occur among members of an organisation like the SAPS. This is due to the fact that it is an authoritative structure in which differences of opinion, goals, methods, procedures and personality traits are exacerbated (cf. Aquino, 2000:171-193; Kistan, 2000:23-31). In these circumstances, effective conflict management should be seen as a prerequisite for effective organisational functioning. Attention should be paid especially to the management of intra-conflict, interpersonal conflict, inter-group conflict, structural conflict and strategic conflict (Kistan, 2000:32; McConnen, 1992:4).

If personnel could be empowered to work in a stressful environment which is charged with conflict, it would prevent the potentially negative consequences it would have for both their professional and personal lives and ensure an effective service to the community. Essentially, this was, the aim that the designers of the Conflict Management Programme had in mind.

In the development of the programme, it was acknowledged that stress, anger and conflict are an inevitable part of just about any work situation. Personnel have, therefore, to be empowered with

the ability to manage everyday conflict situations in interpersonal and organisational interaction (cf. Casey & Casey, 1997:160). For this reason, the programme was designed to be as broad-based and all-inclusive as possible.

The Conflict Management Programme is divided into the following five parts:

- Part 1 focuses on defining conflict
- Part 2 gives the individuals a list of causes of conflict and the feelings surrounding it
- Part 3 explains the various strategies that could be used in dealing with conflict
- Part 4 deals with the guidelines for managing conflict
- Part 5 provides the participants with a model for conflict management.

The contents and main teaching activities of the programme are summarised in Table 1.

TABLE 1: THE THEMES AND PRESENTATION OF THE CONFLICT MANAGEMENT PROGRAMME

SUBJECT	PROCEDURE AND RESOURCES
Part 1: What is conflict? • Defining conflict	• <i>Orientation:</i> Presenter • <i>Small group activity:</i> Discussion of the meaning and nature of conflict. Write conclusions on a A3 paper
Part 2: Why conflict and feelings re conflict • The reasons for conflict • The feelings surrounding conflict • Behaviour as a result of conflict	• <i>Small group activity:</i> Discussion in small groups on the role of interests, comprehension, values and styles. Understand how members deal with conflict. Share feedback with group • <i>Group discussion</i> on the feelings surrounding conflict • <i>Small group discussion and activity:</i> Handout of face (four different faces are provided) and write a short story re picture. • <i>Small group activities:</i> Have insight into how other people deal with conflict • <i>Feedback:</i> Presenter
Part 3: The five (5) main strategies for managing conflict	• <i>Presentation - The stages of conflict:</i> Presenter • <i>Individual activity:</i> Completing of questionnaire re conflict-handling styles. • <i>Feedback:</i> Presenter • <i>Small group activity:</i> Flipchart with the 5 animals that represent the conflict-handling styles. Association of group members with a style. • <i>Group activity:</i> Different conflict styles and understanding the attitudes, beliefs and styles of approaching conflict. • <i>Discussion and Evaluation:</i> The cost and benefits of unresolved and resolved conflict.
Part 4: Guidelines for dealing with conflict effectively	• <i>Group discussion:</i> Different skills to handle conflict (non-supportive and supportive) • <i>Individual activity:</i> Guidelines for dealing with conflict.
Part 5: The managing conflict model	• <i>Group discussion:</i> Completing the conflict model on the flipchart • <i>Summary - Know how to apply the conflict model:</i> Presenter • <i>Evaluation and conclusion:</i> Presenter

The main aim of the programme is to expose participants to different techniques, exercises and strategies relating to effective conflict management. It enables them to discover and implement the conflict management model and plan, as well as knowing how to be an effective third party in a conflict situation. The plan is a visible and tangible form of commitment to changing or improving their conflict management behaviour.

Owing to the nature and comprehensiveness of the programme, a police social worker first has to undergo thorough training before being allowed to present it. Issues that are covered include the theory on conflict, the programme plan and the procedure to be followed in its presentation. The programme forms part of the Life Skills Programme that runs for 16 hours. The Conflict Management Programme itself takes 90 minutes to complete and is, preferably, presented to no more than 20 people at a time.

The specific research design and procedures that were followed to ascertain the effect of the programme will be discussed next.

11. RESEARCH DESIGN AND PROCEDURE

The study was conducted nationally. It covered male and female personnel from the various race groups across the spectrum of rank or position in all ten provinces (Head Office is managed as a separate province).

11.1 AIM AND OBJECTIVES

The primary aim of the study was to determine the effect of the Conflict Management Programme on SAPS personnel.

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

- To measure the **effect** (if any) that the Conflict Management Programme had on the knowledge, attitudes and behaviour of personnel
- To determine the **influence** of the programme's presentation on its effect
- To formulate **guidelines** for improving the programme and its presentation.

11.2 RESEARCH DESIGN

In the empirical research, a comparison group pre-test and post-test design was used. It is the equivalent of a classical experiment, but without the "...random assignment of subjects to the groups" (De Vos & Fouche, 1998:132). It was deemed to be the most appropriate design because it made it possible to determine the effect of the programme statistically in circumstances where it was impossible to comply with all the prerequisites of a classical experiment (cf. Bailey, 1994:236-7; Strydom, 1999:110).

11.3 PROCEDURE

The research procedure comprised four basic steps, viz a literature study, the designing and testing of the measuring instruments, the measuring of the effect of the Programme and analysing and interpreting the data that was produced.

11.3.1 Step 1: The Literature Study

The literature study focussed on four issues. They were the qualities, features and requirements of conflict management, the generic attributes of capacity-building programmes, the requirements of effect measurement and the context in which the research would be conducted. The latter covered policy documents of the South African Police Service concerning capacity-building and community policing.

The resources that were utilized in the literature study included SAPS documentation, books and scientific journals of both South African and international origin and various databases and peer reviewed journal articles that could be accessed on the Internet. The literature covered fields such as social work, conflict and general management, community policing, criminology, education, sociology and industrial psychology.

11.3.2 Step 2: The Design and Testing of the Measuring Instruments

The second step was to develop and test the six questionnaires that would be used in the study. The first four were the pre-test and post-test questionnaires that would 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 the respondents' knowledge, attitude and behaviour (KAB) and will now be referred to as the 'KAB questionnaires.' Each questionnaire consisted of closed and Likert-type questions. In the case of the post-test questionnaire for the experimental group, a scale was added that would enable the respondents to evaluate the *value* of the programme.

Before the start of the empirical research, the KAB-questionnaires were first tested during the following three consecutive pilot studies in Gauteng Province:

- The first pilot test took place at Booyens Police Station, Area Johannesburg on 17 and 18 April 2002 and involved 15 police personnel and 2 social workers.
- The second pilot test took place from 17 to 19 July 2002. It involved 33 police personnel and 2 social workers at Johannesburg Central Police Station, Area Johannesburg.
- The third pilot test took place between 12 and 13 November 2002 at the Katlehong Station in the East Rand Area and involved 17 police personnel and one senior social worker.

The pilot studies were structured in such a manner that the male and female respondents were from different race groups and represented the full spectrum of ranks, positions and settings in the Service. After each pilot study, deficient questions and scales were adapted and changed until

the measurement package exhibited acceptable levels of validity and reliability (cf. McBurney, 1994:185).

The EPCaP research team developed the presentation evaluation questionnaire. It was based on the evaluation instruments that were contained in the programme, as well as those of various training institutions (cf. Academic Services, 2000) and theoreticians (cf. Kirkpatrick, 1998:26-28). The instruments comprised 31 items and focused on the respondents' experience of the presenters and their presentation skills, as well as the learning experience, the relevance of the programme and the presentation context (Weyers & Rankin, 2007:92-112). By using the Cronbach alpha coefficient during the pilot exercises (Gravetter & Forzano, 2003:391; Jackson, 2003:42-43), it was ascertained that the instruments had a high reliability factor.

A third questionnaire, which had to be completed by the presenters after they had presented the programme, was included in the evaluation package. It enabled them to rate their own preparation and skills in the use of training aids. It also afforded them the opportunity to make recommendations regarding themes that could be added to, or dropped from the programme and to identify the material that was the most and least helpful in the learning process. Because this questionnaire was based on the presentation evaluation questionnaire and would not be subjected to higher order statistical analysis, there was no need to pilot test it beforehand.

11.3.3 Step 3: Measuring the Effect of the Conflict Management Programme

The main empirical study commenced in February 2003 once the results of the pilot-testing phase had been analysed and the questionnaires had finally been adjusted.

During the main study, the various experimental and comparison groups were identified and mobilised. Members of the experimental groups completed the KAB questionnaires before and after the intervention (the independent variable). Afterwards, the respondents also completed the presentation evaluation questionnaire and the presenters had the opportunity of completing the presenter's evaluation instrument. The comparison groups, which were approximately 20% of the size of the experimental groups, completed their KAB questionnaires at the same time as the experimental groups completed theirs.

11.3.4 Step 4: Analysing and Interpreting

The fourth step entailed the analysing and interpreting of all the data.

11.4 THE RESEARCH GROUPS

Both the experimental and comparison groups were the result of availability sampling. In the case of the experimental groups, all the SAPS personnel throughout South Africa who attended the programmes from 3 February 2003 to 28 May 2003 formed part of the experimental groups. In the overall EPCaP study, they totalled 3,437 respondents. The 720 members of the comparison

groups were mobilised by the different provinces. As these groups were relatively small, basic guidelines were provided for their rank, gender and race composition. These guidelines were based on the personnel profile of the SAPS at the time. The 146 social workers who presented the different programmes were also included in the study. This brought the total number of participants in the EPCaP study to 3.25% of the SAPS workforce which, at the time, stood at 132 482 members. This is more than the required minimum sample size of 1% to 2% recommended by Stoker (in Strydom & De Vos, 1998:102).

In order to ascertain to what extent both the experimental and the comparison groups were representative of the total SAPS population, four main criteria were used, i.e. their rank/position, race, gender and provincial distribution. 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) and different sections of the organisation would also be covered.

The personnel appointed in terms of the Police Service Act (Act No 68 of 1995) occupy ten different rank levels, ranging from Constable to the rank of National Commissioner. For research purposes, the ranks of Constable, Sergeant and Inspector were dealt with separately, as they each had distinctive training needs. The other ranks, from Captain onwards, were combined into one category, namely officers. This distinction was drawn mainly because officers form part of the managerial cadre. For the purpose of the study, all the Public Service Act personnel were clustered into one single category. A distinction was, therefore, not drawn between the 40-odd post levels and types that they could be divided into.

In the general evaluation of the representativeness of the experimental and comparison groups, a deviation of less than 5% from that of the total SAPS population was seen as non-notable. A 5%-10% deviation from this norm was viewed as a minor difference and a 10%+ deviation as notable.

In the evaluation of the Conflict Management Programme, the experimental and comparison groups comprised 211 and 52 personnel respectively. The composition of these groups in terms of rank and/or post is contained in Table 2.

TABLE 2: THE PROFILE OF THE EXPERIMENTAL AND COMPARISON GROUPS IN TERMS OF RANK

GROUPS	CONSTABLE	SERGEANT	INSPECTOR	OFFICERS	CIVIL ACT PERSONNEL	NOT DETERMINED	TOTAL (n)
Experimental group	10 (4.74%)	27 (12.80%)	85 (40.28%)	21 (9.95%)	64 (30.33%)	4* (1.90%)	211 (100%)
Comparison groups	2 (3.8%)	7 (13.46%)	23 (44.23%)	11 (21.15%)	8 (15.38%)	1* (1.92%)	52 (100%)
Total SAPS population	13936 (10.52%)	17478 (13.19%)	56671 (42.78%)	15008 (11.33%)	29304 (22.11%)	85* (0.06%)	132482 (100%)

* Unspecified ranks/posts on data basis

The composition of the research groups was generally in line with that of the entire SAPS population. There was, however, one notable deviation, viz. that the officers were overrepresented in the comparison group. In the experimental group, the Constables were somewhat underrepresented while the Public Service Act personnel were over represented. In the case of the comparison groups, both the Constables and Public Service Act personnel were a little underrepresented. From the analysis of the data, it did not appear as if these mainly minor deviations had any marked negative influence on the final outcome of the research.

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

TABLE 3: THE PROFILE OF THE EXPERIMENTAL AND COMPARISON GROUPS IN TERMS OF RACE AND GENDER

GROUPS	BLACK MALE	BLACK FEMALE	COLOURED MALE	COLOURED FEMALE	WHITE MALE	WHITE FEMALE	INDIAN MALE	INDIAN FEMALE	NOT DETER- MINED	TOTAL (n)
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%)	427* (0.32%)	132482 (100%)
Experimental group	71 (34.13%)	39 (18.75%)	17 (8.17%)	13 (6.25%)	33 (15.87%)	26 (12.50%)	8 (3.85%)	1 (0.48%)	-	208 (100%)
Comparison groups	19 (36.54%)	8 (15.38%)	6 (11.54%)	1 (1.92%)	6 (11.54%)	11 (21.15%)	0	1 (11.54%)	-	52 (100%)

*Undetermined: Unspecified ranks/posts on data base

Both the experimental and comparison groups' race and gender distribution compared relatively well with that of the SAPS population. However, it appears that the black males were underrepresented and black females somewhat overrepresented in the experimental group. Black males were underrepresented and white and Indian females were overrepresented in the comparison groups. The possibility that these differences could have had a negative influence on the outcome of the research was further investigated. From the analysis of the data, it was found that the effect of the programme did not differ markedly from one group to another. The programme could, therefore, be presented to both genders and all race groups.

The final criterion that was used was the provinces from which the respondents originated. The results, together with the total number of presenters, are summarized in Table 4. This data indicates that the total number of respondents from both the experimental and comparison groups was relatively representative of the total population of each province.

2002:556, 559-560). The purpose 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 constancy of measurement (Patton, 2002:248).

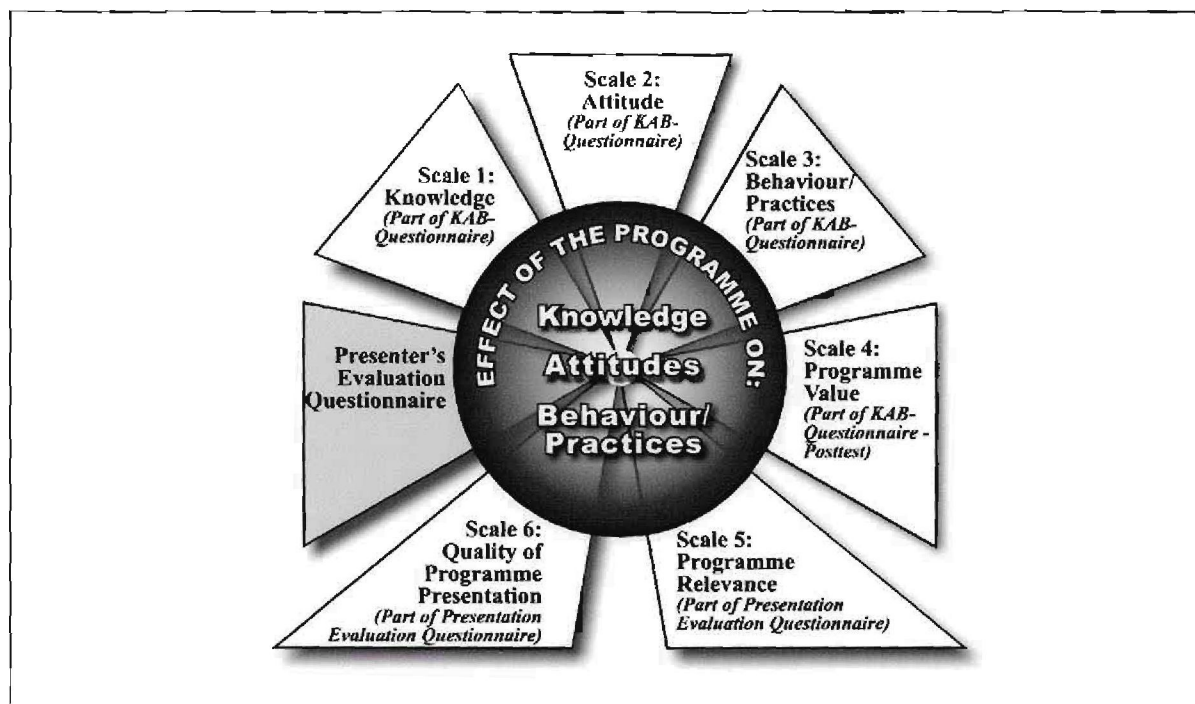
In the research, the within-method was basically applied by using three primary measuring instruments. They were:

- The KAB questionnaires that contained three primary scales (completed by both the experimental and comparison groups)
- A programme *value* scale (forming part of the post-test KAB questionnaire which was completed by the experimental groups alone)
- The programme *relevance* scale (forming part of the presentation evaluation questionnaire which was completed by the experimental groups alone).

The presenters' evaluation questionnaire was used as a secondary measuring instrument, only, and thus was not subjected to the same high level of statistical analysis as was the case with the others.

The way in which triangulation was used in the research, is illustrated in Diagram 1.

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



11.5.1 The KAB questionnaires

Although the 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 some time (Berger *et al.*, 1994; Donati *et al.*, 2000; Mitchell & Kaufman, 2002; WPDCE, 1999; Weinreich, 1999), it has not often been implemented in social work. This type of research is

TABLE 4: THE PROFILE OF THE EXPERIMENTAL AND COMPARISON GROUPS IN TERMS OF PROVINCES

PROVINCE	TOTAL PERSONNEL IN EXPERIMENTAL GROUP	%	TOTAL PERSONNEL IN COMPARISON GROUPS	%	TOTAL PRESENTERS	%
Gauteng	24	11.88	5	9.62	3	21.43
Western Cape	29	14.36	5	9.62	3	21.43
Eastern Cape	14	6.93	5	9.62	1	7.14
Northern Cape	21	10.40	5	9.62	1	7.14
Kwazulu-Natal	31	15.35	8	15.38	2	14.29
Free State	6	2.97	5	9.62	0	0
North West	11	5.45	6	11.54	1	7.14
Limpopo	21	10.40	4	7.69	1	7.14
Mpumalanga	23	11.39	5	9.62	1	7.14
Head Office	22	10.89	4	7.69	1	7.14
Total	202	100	52	100	14	100

If the four criteria used in the demarcation of the experimental and comparison groups are taken as a whole, it could be concluded that they are sufficiently representative of the SAPS population. The results of the research could, therefore, be generalised to the population as a whole with some certainty.

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

11.5 DATA COLLECTION INSTRUMENTS

Owing to the uniqueness of the Conflict Management Programme, it was impossible to use standardized questionnaires. Consequently, new measuring instruments had to be designed. Although various pilot studies were used in an attempt to standardize these questionnaires, this was not successful in all respects. In the case of Scale 2, for example, the Cronbach alpha coefficient (" α ") was below 0.5. It was also found during data analysis that some of the other scales were formulated in such a way that they could not measure change effectively. In these cases it was impossible to prove whether or not change had actually taken place (Elmes *et al.*, 2003:59-60, 144-5; Zechmeister & Posavac, 2003:194-7). In order to bridge such shortcomings, triangulation was used throughout the project.

In the study, the following definition of triangulation by Hilton (2003) was used as a starting point: "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 case, the so-called "intra-method" (Sarantakos, 1998:186) or "within-method" (Bryman, 2003) of triangulation was used. It entailed the use of multiple instruments to measure the same phenomenon, viz. the change that the programme brought about (cf. Mark, 1996:220; Patton,

based on the premise that human functioning can be divided into three inter-related but not necessarily linear-dependent dimensions. They are the cognitive (knowledge), the affective (feeling) and conative (behavioural/doing) dimensions (Thompson, 2002:xvii).

Numerous studies have indicated that a change in one dimension does not necessarily bring about a change in another (for example, an increase in knowledge does not necessarily change attitudes), or that the bringing about of change in one dimension (for example, attitudes) is necessarily a prerequisite for change in another dimension (for example, behaviour) (Akade, 2001: 248-251; Elkind, 1993:17; McCann & Sharkey, 1998: 268-9). Some researchers also found it necessary to divide behaviour into certain categories or types such as skills, role acceptance, customs and practices (Babbie, 2001:275-7; WPDCE, 1999:16).

In the research, the programme content and available literature were used to develop KAB questionnaires that comprised two sections. The first section listed 20 (twenty) questions, which dealt with the participants' knowledge, attitudes, and existing/intended behaviour. The behaviour scale was further subdivided into three subscales. It covered the respondent's reactions to a conflict situation and their strategies and skills in dealing with conflict.

A second section was added to the post-test questionnaire that was administered to the experimental groups. This section which listed six questions enabled the respondents to assess the overall value of the programme and the value of each of its five constituent parts. In the text this data will be referred to as Scale 4.

The structure and focus of the questionnaire is summarised in Table 5.

TABLE 5: THE COMPOSITION OF THE KAB QUESTIONNAIRES

DIMENSION	SCALE NO.	FACETS THAT WERE MEASURED
Knowledge	Scale 1	☐ Knowledge of the causes and nature of conflict
Attitudes	Scale 2	☐ Attitudes towards conflict
Behaviour	Scale 3	☐ Reactions to a conflict situation ☐ Strategies in dealing with conflict situations ☐ Skills in dealing with conflict situations

The questionnaires comprised closed (e.g. *true or false*) and Likert-type questions (e.g. *strongly disagree, disagree, agree, strongly agree*) (cf. Jackson, 2003:6; McCormack & Hill, 1997:70-74). The questions were formulated in such a way that they would determine the respondents' existing (in terms of the pre-test) and newly acquired (in terms of post-test) knowledge, attitudes and behaviour. The questionnaires were, in the case of the experimental groups, presented immediately before and directly after the presentation of the programme. At the same time, similar questionnaires were administered to the comparison groups. This made it possible to

discount any environmental influences when determining the net effect of the programme (intervention/ independent variable) on the experimental group.

11.5.2 The Presentation Evaluation Questionnaire

One presentation evaluation questionnaire was developed for the whole EPCaP study. It was based on a literature study as well as an analysis of existing measuring instruments. The questionnaire was tested and standardized during the piloting phase of the research. It consisted of 31 questions that were divided into six sections (see Table 6). These questions covered the evaluation of the presenter's aptitude, presentation skills, the learning process, and the context in which the programme was presented as well as some general issues. Together they formed Scale 6. The questionnaire also included Scale 5 which dealt with the relevance of the programme (see Table 6: Section 5).

The respondents in the experimental groups completed the questionnaire immediately after the Conflict Management Programme had been presented.

TABLE 6: THE COMPOSITION OF THE PRESENTATION EVALUATION QUESTIONNAIRE

SECTION	FACETS THAT WERE 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 context within which the programme was presented	□ Question 18 to 21
Section 5	Evaluation of the relevance of the programme (<i>Scale 5</i>)	□ Question 22 to 27
Section 6	General (<i>Length of the programme, tempo of presentation, balance between presentation and group participation, language which was used the most in the presentation</i>)	□ Question 28 to 31

11.5.3 The Presenters' Evaluation Questionnaire

The fourteen social workers who presented the Conflict Management Programme to the experimental groups were requested to complete the Presenters' Evaluation Questionnaire. It enabled them to evaluate their own presentation abilities or skills and the relevance of the programme. They were also requested to make recommendations regarding ways in which the programme and its presentation could be improved (see Table 7). The content of the questionnaire was based on the presentation evaluation questionnaire and comparisons could, therefore, be drawn between the two sets of data.

TABLE 7: THE COMPOSITION OF THE PRESENTER'S EVALUATION QUESTIONNAIRE

SECTIONS	FACETS THAT WERE COVERED	QUESTIONS
Section 1	Self-evaluation (<i>of knowledge, enthusiasm, capability for creating, participation by attendees, explain difficult material and to relate according to knowledge base of attendees</i>)	☐ Question 1 to 5
Section 2	Self-evaluation of presenter's presentation skills	☐ Question 6 to 10
Section 3	Evaluation of the learning process	☐ Question 11 to 17
Section 4	Evaluation of the context within which the programme was presented	☐ Question 18 to 21
Section 5	Evaluation of the relevance of the programme	☐ Question 22 to 27
Section 6	General (<i>Length of the programme, tempo of presentation, balance between presentation and group participation, language which was used the most during the presentation, subjects that need to be added or taken away, aspects that need more attention, elements of the programme that were the most/least valuable and explanatory notes</i>)	☐ Question 28 to 36

11.6 PROCEDURES AND FORMULAS USED IN DATA ANALYSIS

All the data generated by the various questionnaires was analysed in conjunction with the Statistical Consultation Services of North-West University and with the aid of the SASS computer package (SAS Institute Inc., 1999). In this process, the reliability of the scales was first determined. This was followed by an analysis of their validity and thirdly, the change that they were able to measure was determined. The procedures and formulas that were used for these purposes will be discussed briefly.

11.6.1 Procedures and Formulas for the Calculation of Reliability

In order to determine the reliability of the measuring instruments, the Cronbach alpha coefficient ('Cronbach alpha', "CA" or simply " α ") of each scale and subscale was calculated (Gravetter & Forzano, 2003:455). Owing to the non-clinical nature of the scales/subscales, a score of 0.50 or higher was accepted as an appropriate reliability coefficient (cf. Jackson, 2003:87-91). One of the scales that was used in the research did not comply with this criterion.

11.6.2 Procedures for the Calculation of Validity

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

11.6.3 Procedures and Formulas for the Calculation of Change/Effect

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

- 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 to generalise the results to the target population by means of inferential statistics.
- To determine if the programme did in fact change the knowledge, attitudes and behaviour of SAPS personnel *in practice*, the standardized difference was used as effect size (cf. Gravetter & Forzano, 2003:454). This entailed the dividing of 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 calculating the size of the effect that the programme had on the respondents. The first step required 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 if there were any practical significant differences *between* the pre-test and post-test scores of the experimental and comparison groups. In order to do so, it was first necessary to determine if the experimental groups (group 'e') and comparison groups (group 'c') were comparable before the start of the intervention programme. This was done by calculating and comparing the d-values per scale of the two groups' pre-test measurements. The difference had to be smaller than 0.5 (in the case of a bigger difference, a co-variance analysis was required). In the research, all the scales passed this test. This can be viewed as an indication that the members of the two groups were selected in such a way that they compared favourably with each other from the outset and that the use of availability sampling was effective.

In order to compute the net difference per scale, Cohen's formula for calculating the effect size *between* two groups was used. The formula is as follows:

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

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 (Cohen, 1988:20-7; Steyn, 2000:1-3)

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

- If $d = 0.2$ it would indicate a *small effect*, implying that the research should be repeated in order to confirm if there was an effect.
- If $d = 0.5$ it would indicate a *medium effect*, implying that the result can be viewed as significant, but also that better planned research could produce even more significant results.
- If $d = 0.8$ it would indicate a *large effect* that 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 (Spatz, 2001:74-5; Steyn, 1999:3).

The last step was to perform an effect size-analysis of 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 formula used to determine the effect size in the group was utilized for this purpose, i.e.:

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

Besides effect sizes (d -values), descriptive statistics such as totals, percentages and averages were also used in certain scales and for some of the questions.

11.7 PROBLEMS ENCOUNTERED IN THE RESEARCH

Various minor problems were encountered during the EPCaP study. Most of these were also prevalent in the evaluation of the Conflict Management Programme.

The EPCaP study was carried out in all nine provinces and at the SAPS Head Office (which made up the tenth province) and involved a total of 4 157 respondents, 146 social workers and nine researchers. A study of this magnitude caused various logistical problems. One result was a relatively high percentage of spoiled questionnaires (8.18%) and a reasonably poor response rate in respect of the presenters' evaluation questionnaires. The 1 039 spoiled questionnaires (from a

total of 11 658 questionnaires) were largely caused by the respondents' faulty completion of their secret codes and made matching their pre-test and post-test questionnaires impossible. Consequently, the total number of usable questionnaires from some provinces was somewhat low. If it is taken into account, however, that the entire project produced 10 619 usable questionnaires involving 322 166 individual measurements/items, the relatively high number of spoiled questionnaires should not have had any significant influence on the outcome of the research.

In the case of the evaluation of the Conflict Management Programme, the experimental groups comprised a total of 211 respondents while the comparison groups were made up of 52 personnel members. This was insufficient to determine the effect of the programme scientifically.

Another problem was caused by the fact that high level statistical analysis had to be used for questionnaires that were not yet fully standardized. The result was that Scale 3, which measured behaviour, had an unacceptable low CA and could not be used. This type of problem had, however, been anticipated and was eliminated by triangulating the measurements of this scale's individual questions with the results achieved from the other scales.

A further general problem was caused by the fact that existing policy required that the same programme be presented to all SAPS personnel. This programme, therefore, targeted personnel from the lower job levels, i.e. cleaners up to senior staff members, i.e. Directors. During data analysis certain indicators revealed that the Conflict Management Programme had a different effect on respondents from different post and educational levels. These differences could not be explored in detail and may have had a negative influence on the extent of the effects that were measured.

In spite of minor shortcomings, the research results revealed that the Conflict Management Programme still had a significant effect on the respondents. The grounds for this conclusion will be discussed next.

12. THE RELIABILITY OF THE MEASURING INSTRUMENTS

The initial KAB questionnaire comprised two knowledge subscales, four behaviour subscales and one attitude scale (27 questions in all). Because some of the original scales did not have the acceptable Cronbach Alpha coefficient of $\alpha = 0.5+$ (cf. Jackson, 2003:87-91), they were consolidated into three scales. Table 8 provides a summary of the results of this process, as well as the α of the other scales and subscales which were used (see Addendum 2 for the questionnaires).

TABLE 8: THE CRONBACH ALPHA COEFFICIENT (α) OF THE SCALES THAT WERE USED

SCALES	α ¹
Scale 1: <i>Knowledge</i> of conflict management	0.7 [†]
Scale 2: <i>Attitudes</i> re conflict	0.50 [†]
Scale 3: Conflict management styles/ <i>behaviour</i>	< 0.5
Scale 4: The <i>value</i> of the programme	0.53 [†]
Scale 5: The <i>relevance</i> of the programme	0.63 [†]
Scale 6: <i>Quality</i> of the programme presentation	
Subscale 6.1: Evaluation of the <i>presenter</i>	0.63 [†]
Subscale 6.2: Evaluation of the presenter's <i>presentation skills</i>	0.70 [†]
Subscale 6.3: Evaluation of the <i>learning process</i>	0.62 [†]
Subscale 6.4: Evaluation of the presentation context	0.62 [†]

[†]Reliable measuring instrument

Table 8 reveals that the scales, including those that were aimed at determining changes in respect of knowledge (Scale 1) and attitudes (Scale 3), had an acceptable Cronbach alpha coefficient of above 0.5. In spite of the consolidation process, a predictable α could not be achieved with Scale 3. The results of some of its individual questions will, therefore, be used as an *indication* of the type of behavioural change that was achieved.

The next section focuses on the effect of the programme that was measured by means of these scales.

13. THE EFFECT OF THE PROGRAMME

In determining the effect of the programme, it was first accepted that all personnel would have gained a certain level of knowledge, developed particular attitudes and adopted specific behaviour patterns in the course of their lives (Nelson-Jones, 1991:25). These levels would be established by means of the pre-tests. The experimental group would then be subjected to the programme and their new levels of knowledge, attitudes and behaviour measured with the post-test questionnaire. The comparison group would, at the same time, be subjected to a similar post-test. By comparing the two sets of results, it would then be possible to determine the net effect of the intervention (the programme).

¹ α = Cronbach alpha coefficient

Secondly, it was accepted that human functioning could be divided into a cognitive (knowledge), an affective (attitude) and a conative (behavioural) dimension (cf. Thompson, 2002:xvi-xvii). In this context:

- The cognitive dimension refers to mental processes such as thinking, reasoning, expertise, insight, understanding, memory, observation skills, bringing into relation and reflection,
- The affective dimension refers to abilities such as caring, coping, passion, wisdom, support, adaptability and the recognition of feelings and
- The conative dimension refers to the actions that we display regularly such as networking, pro-activity, visioning, goal setting, integrity and leadership (cf. Ebersohn & Eloff, 2003:21; Groot Tesourus vir Afrikaans, 1994:177; Plug *et al.*, 1997:181, 383).

Thirdly and finally, in measuring the effect of the programme it was accepted that changes in the respondents' cognitive, affective and conative dimensions could be measured separately. The results achieved with this process will be looked at next.

13.1 THE EFFECT OF THE PROGRAMME ON RESPONDENTS' KNOWLEDGE

The questions in 'Scale 1: Knowledge of Conflict' focused on changes in the respondents' level of knowledge of the nature and causes of conflict. Scale 1 basically boiled down to a knowledge quiz on a pre and post basis. The different scores that were obtained from the experimental and comparison groups, as well as the eventual effect size, are summarised in Table 9.

TABLE 9: EFFECT SIZE OF SCALE 1: KNOWLEDGE OF CONFLICT

EXPERIMENTAL GROUP (e)		COMPARISON GROUP (c)		σ	EFFECT SIZE (d-value)
n	μ_1	n	μ_2		
211	0.157	52	-0.157	0.331	0.91**

** *Practical significant effect*

The d-value for Scale 1 indicates that the programme had a large effect on the respondents' level of knowledge. This represents a *practical significant growth* in their knowledge of the nature and causes of conflict. This result could be viewed as important in the context of the nature and aim of the programme as it shows that the respondent's new-found knowledge should be of such a nature that it could support any changes in attitudes and behaviour.

13.2 THE EFFECT OF THE PROGRAMME ON RESPONDENTS' ATTITUDES

The questions that were used in Scale 2 were designed to ascertain how the respondents experienced conflict as well as their willingness to modify their attitudes towards conflict. The results that were achieved with these questions are summarized in Table 10.

TABLE 10: EFFECT SIZE OF SCALE 2: ATTITUDES TOWARDS CONFLICT

EXPERIMENTAL GROUP (e)		COMPARISON GROUP (c)		σ	EFFECT SIZE (d-value)
n	μ_1	n	μ_2		
203	0.413	51	-0.413	0.569	0.9**

** *Practical significant effect*

A d-value of 0.9 was achieved with Scale 2. Such an effect size is viewed by Cohen (1977:22-25) and others as indicative of a large effect that is of *practical significance*. It, therefore, represents a major shift in the respondents' attitudes.

13.3 THE EFFECT OF THE PROGRAMME ON RESPONDENTS' BEHAVIOUR

The questions in 'Scale 3: Conflict Management Styles' were based partly on the view that behaviour entails anything a person says and does (Martin & Pear, 1996:3). It focussed especially on respondents' reactions to conflict situations and their strategies and skills in dealing with these situations. Owing to an overall low α for this scale, the effect sizes of three of its questions, only, are provided in Table 11.

TABLE 11: EFFECT SIZE OF INDIVIDUAL QUESTIONS IN SCALE 3: CONFLICT MANAGEMENT STYLES/BEHAVIOUR

QUESTIONS	EXPERIMENTAL GROUP (e)		COMPARISON GROUP (c)		σ^2	EFFECT SIZE (d-value)
	n	$\mu_{1\ 3}$	n	$\mu_{2\ 4}$		
15. How would you rate your ability to dominate your colleagues?	190	0.268	50	0.004	1.1063	0.46*
16. How would you rate your ability to avoid conflict?	190	0.2842	49	0.1429	1.2315	0.43*
17. How would you rate your ability to handle conflict once it has arisen?	188	0.516	49	-0.041	0.9782	0.94**

Medium effect*, *Practical significant effect*

In the scale that dealt with a self-rating of ability, three questions, only, produced a medium to practical significant effect. This has two main implications. The first is that the respondents were of the opinion that the programme improved their ability to deal with conflict or conflict-inducing circumstances. It could be expected that they would move on and implement these new abilities in practice. The second implication is that the particular scale was seriously flawed and that this was caused mainly by the type and number of questions used. This finding will be further substantiated when these results are triangulated with those of Scales 4 and 5 especially (see headings 7 and 8).

There are three main conclusions that could be drawn from the application of the three KAB scales. The first is that the programme brought about a significant increase in the respondents'

² σ = maximum standard deviation of difference scores

³ μ_1 = average difference score for the experimental group. Note: a co-variance analysis was used in these questions

⁴ μ_2 = average difference score for the comparison group. Note: a co-variance analysis was used in these questions

conflict-related knowledge and also changed their attitudes significantly. The programme, therefore, succeeded admirably in these two goals. A second conclusion was that Scale 3 was seriously flawed and contained only three questions indicating that the programme did, indeed, have a medium to practical significant effect on respondents' intended conflict management behaviour. The reason for the inadequacies of this scale is probably the fact that all the groups used in the pilot studies were from Gauteng Province and were, thus, not sufficiently representative of the SAPS as a whole.

14. THE VALUE OF THE PROGRAMME

The post-test questionnaire that was administered to the experimental group contained six additional Likert-type questions. These were specifically aimed at determining what value the programme held for the respondents. They rated the overall value of the programme and its five constituent parts on a four-point scale, which ranged from: "It had no or little value" to "It had a lot of value." The data that was collected, including the number of responses and related percentages, are contained in Table 12.

TABLE 12: EFFECT SIZE AND DISTRIBUTION OF SCALE 4: THE VALUE OF THE PROGRAMME

QUESTIONS	n	CHOICES AND REPOSSES				μ_{diff}	σ_{diff}	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>			
21. What was the overall value of the programme/course?	202	0	6 (2.97%)	54 (26.73%)	142 (70.30%)	3.673	0.530	2.2**
22. What value did the following component have for you: "The reasons for conflict"	200	1 (0.50%)	12 (6.00%)	74 (37.00%)	113 (56.50%)	3.495	0.634	1.6**
23. What value did the following component have for you: "Feelings surrounding conflict"	198	2 (1.01%)	8 (4.04%)	80 (40.40%)	108 (54.55%)	3.485	0.627	1.6**
24. What value did the following component have for you: "Your behaviour as a result of conflict"	197	4 (2.03%)	11 (5.58%)	74 (37.56%)	108 (54.82%)	3.452	0.695	1.4**
25. What value did the following component have for you: "Five main strategies for managing conflict"	196	3 (1.53%)	4 (2.04%)	72 (36.73%)	117 (59.69%)	3.546	0.618	1.7**
26. What value did the following component have for you: "Guidelines for managing conflict".	201	2 (0.99%)	8 (3.98%)	62 (30.85%)	129 (64.18%)	3.582	0.620	1.7**
<i>Average</i>	199	2 (1.01%)	8 (4.02%)	69 (34.67%)	120 (60.3%)			

**Practical significant effect

Table 12 indicates that the programme as a whole received an exceptionally high rating. This is reflected in the far above average d-value of 2.2 for Question 21. An effect size of this magnitude is viewed by Cohen (1977:22-25) and others as extraordinarily large and of practical significance. This finding is further substantiated by the fact that, on average, 97.03% of the respondents were of the opinion that the programme had either an “above average value” or “a lot of value” (Table 12).

A similar trend was revealed as far as the other questions were concerned. Some of the conclusions that could be drawn from them were the following:

- Question 22 dealt with the reasons for conflict and, therefore, focused more on the knowledge dimension of the programme. The high effect size of 1.6 that was measured supported the d-value of 0.91 that was achieved in Scale 1 (see Table 9). In addition, the fact that 93.5% of the respondents were of the opinion that the particular component was of above-average value indicated that it formed an important part of the programme.
- Question 23 covered a part of the programme that focussed mainly on attitude-related issues. It, also, produced a practical significant effect size of 1.6. As in the case of Question 27, this also concurs with the large effect size achieved with the equivalent KAB scale (see Table 11).
- The last three questions (24, 25 and 26) dealt mainly with the behavioural facet of the programme. In all three cases a practical significant result was achieved. This strongly contradicts the smaller effect sizes that were achieved with Scale 3's individual questions (see Table 10). This lends further credence to a previous finding that the particular scale was seriously flawed and that the programme probably had a large effect on the respondents' intended behaviour. In addition, the high percentage of respondents that were of the opinion that the particular components were of considerable value showed that they formed an important part of the programme.

The results of Scale 4 proved that all the components of the Conflict Management Programme were of great value to the respondents and had a significant effect on their knowledge, attitude and especially their intended behavioural change. This is of extreme importance to the study because the main purpose of the programme is to empower and encourage participants to understand, evaluate and implement conflict management strategies. It enables every participant to leave the programme with a concrete plan of action and with the determination to put that plan into action.

15. THE RELEVANCE OF THE PROGRAMME

The experimental group's view of the relevance of the programme was the fifth facet that was measured during the research. The reason for this focus was the fact that the programme could have a large effect on its participants, but compared with other capacity-building and general training programmes, not necessarily deemed a major priority. It was, therefore, necessary to

ascertain whether or not the Conflict Management Programme was relevant to the professional and personal lives of the SAPS personnel. This measurement also formed part of the triangulation process.

The relevance scale (Scale 5) formed part of the presentation evaluation questionnaire and comprised six questions. These questions dealt with issues such as the degree to which the programme stimulated the respondents' creative thinking and the extent to which they could use the newly-gained knowledge and insights in their jobs. The data that was collected was subjected to the same type of statistical analysis that was used for measuring effect sizes within groups (see 4.6.3).

In order to compare the relevance of the Conflict Management Programme with that of the package of capacity-building programmes as a whole, the collective mean scores of these programmes were also calculated and included in Table 13. The purpose of the comparison is not to indicate which capacity-building programme is the most or least relevant, but to provide additional criteria against which the different dimensions of relevance can be measured.

TABLE 13: EFFECT SIZE OF SCALE 5: THE RELEVANCE OF THE PROGRAMME

CONFLICT MANAGEMENT PROGRAMME						CAPACITY-BUILDING PROGRAMMES AS A WHOLE		
Scales/ questions	n	μ	σ	Effect size (d)	α	n	Effect size (d)	α
Scale 5	197	3.455	0.493	1.94 ⁺⁺	0.92 [■]	2326	2.19 ⁺⁺	0.88 [■]
22. The course/programme stimulated my creative thinking.	194	3.350	0.577	1.47 ⁺⁺		2298	1.57 ⁺⁺	
23. I will be able to apply the new knowledge and insights that I have gained in my job.	197	3.406	0.604	1.50 ⁺⁺		2310	1.65 ⁺⁺	
24. I feel that the course/programme will help me do my job better.	195	3.426	0.608	1.53 ⁺⁺		2303	1.55 ⁺⁺	
25. I will be able to apply the new knowledge and insights that I have gained in my daily life.	196	3.469	0.549	1.77 ⁺⁺		2311	1.76 ⁺⁺	
26. I feel that the course/programme will help me to live my life in a better way.	196	3.464	0.585	1.65 ⁺⁺		2313	1.77 ⁺⁺	
27. All SAPS personnel should receive this course/programme.	195	3.656	0.537	2.15 ⁺⁺		2308	2.28 ⁺⁺	

■ Reliable scales according to Cronbach alpha coefficient

** Practical significant

With an effect size of 1.94, it is evident that the Conflict Management Programme as such had an extremely high relevancy value. This result is also in line with the capacity-building programmes as a whole ($d = 1.94$ vs. $d = 2.19$). The probable reason for this result is that the programme addresses a felt need in the organisation. 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 2.15 (see Table 13).

There are a number of additional conclusions that could be drawn from the effect sizes generated by the other questions in Scale 5 and include the following:

- The scores for individual questions in the Conflict Management Programme were generally on a par with that of the capacity-building programmes as a whole. This indicates that its relevance cannot be attributed to one factor, only, but to the combined effect of all its components.
- If the two questions that relate to the effect of the programme on a person’s job performance (questions 23 & 24) are compared with those that focus on a person’s personal life (questions 25 & 26), a higher rating comes to the fore in the latter. This implies that the programme should not only be seen as an instrument for job enrichment but more specifically as a tool for personal empowerment.
- Questions 23 to 26 had a strong behavioural focus. In terms of triangulation, their high effect sizes further indicate the conclusions reached regarding flaws in Scale 3. It is, therefore, clear that the Conflict Management Programme did not only have a practical significant effect on the knowledge and attitudes of respondents, but changed their behaviour significantly as well.

16. THE INFLUENCE OF THE QUALITY OF THE PROGRAMME PRESENTATION

Apart from measuring the direct effect of the programme, it was also necessary to determine the influence 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 subscales. Subscales 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. Subscale 6.3 dealt with the quality of the learning process and Subscale 6.4 with the context in which the presentation took place.

The presentation evaluation questionnaire also included general questions. Respondents evaluated 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 14. For the sake of interpretation, the data from Scale 6 is presented collectively with the data from the capacity-building programmes.

TABLE 14: EFFECT SIZE OF SCALE 6: THE QUALITY OF PROGRAMME PRESENTATION

CONFLICT MANAGEMENT PROGRAMME						CAPACITY-BUILDING PROGRAMMES AS A WHOLE		
Subscale/questions	n	μ	σ	Effect size (d)	α	n	Effect size (d)	α
<i>Subscale 6.1: Evaluation of the presenter</i>	202	3.465	0.476	2.03 ⁺⁺	0.87 [■]	2354	2.06 ⁺⁺	0.85 [■]
1. The presenter was knowledgeable about the subject that he/she taught.	201	3.498	0.576	1.73 ⁺⁺		2334	1.84 ⁺⁺	
2. The presenter could link the material to the participants' level of knowledge.	200	3.445	0.573	1.65 ⁺⁺		2337	1.57 ⁺⁺	
3. The presenter was able to explain difficult and abstract concepts.	201	3.458	0.600	1.60 ⁺⁺		2339	1.53 ⁺⁺	
4. The presenter succeeded in keeping me interested in the subject.	199	3.467	0.593	1.63 ⁺⁺		2337	1.71 ⁺⁺	
5. The presenter was enthusiastic about the subject he/she taught.	197	3.457	0.557	1.72 ⁺⁺		2308	1.62 ⁺⁺	
<i>Subscale 6.2: Evaluation of the presenter's presentation skills</i>	220	3.694	0.504	2.37 ⁺⁺	0.82 [■]	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).	202	3.540	0.565	1.84 ⁺⁺		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).	201	3.433	0.614	1.52 ⁺⁺		2340	1.60 ⁺⁺	
8. The presenter encouraged participant involvement (e.g. by asking questions and or promoting discussions).	199	3.523	0.558	1.83 ⁺⁺		2340	1.96 ⁺⁺	
9. The presenter prepared himself/herself thoroughly for the presentation.	201	3.512	0.567	1.79 ⁺⁺		2330	1.74 ⁺⁺	
10. What is your overall rating of the presenter's presentation skills?	198	4.505	0.651	3.08 ⁺⁺		2324	2.77 ⁺⁺	

Subscale 6.3: Evaluation of the learning process	201	3.467	0.486	1.99 ⁺⁺	0.91 [■]	2353	2.06 ⁺⁺	0.91 [■]
11. In the beginning, the presenter gave a clear overview of what we could expect during the course/programme.	201	3.423	0.570	1.62 ⁺⁺		2351	1.48 ⁺⁺	
12. The presenter made sure that participants understood a subject before continuing on to the next subject.	201	3.438	0.572	1.64 ⁺⁺		2350	1.75 ⁺⁺	
13. At the end, the presenter gave a summary of the material that was covered.	200	3.400	0.576	1.56 ⁺⁺		2332	1.54 ⁺⁺	
14. The presenter was able to communicate on my level.	200	3.535	0.557	1.85 ⁺⁺		2335	1.76 ⁺⁺	
15. It was easy to understand the material that was presented.	200	3.505	0.567	1.77 ⁺⁺		2342	1.72 ⁺⁺	
16. The material that was covered will be useful.	201	3.493	0.558	1.78 ⁺⁺		2334	1.68 ⁺⁺	
17. The course stimulated my interest in the subject.	201	3.493	0.625	1.59 ⁺⁺		2349	1.69 ⁺⁺	
Subscale 6.4: Evaluation of the presentation context	197	4.243	0.690	1.80 ⁺⁺	0.88 [■]	2326	2.49 ⁺⁺	0.81 [■]
18. How would you rate the venue?	196	3.990	1.052	0.88 ⁺⁺		2308	1.36 ⁺⁺	
19. How would you rate the quality of the learning material that was presented?	197	4.280	0.742	1.73 ⁺⁺		2317	2.41 ⁺⁺	
20. How would you rate the quality of the teaching media (e.g. transparencies and or handouts)?	196	4.347	0.703	1.92 ⁺⁺		2316	2.36 ⁺⁺	
21. How well was the course/ programme organised?	196	4.357	0.705	1.93 ⁺⁺		2311	2.34 ⁺⁺	

■ Reliable scales according to CA (Cronbach alpha coefficient) ** Practical significant

The implication of each subscale will be discussed individually. Where comparisons are drawn between scores, a difference of more than 0.3 in effect size will be viewed as noteworthy.

16.1 THE INFLUENCE OF THE QUALITY OF THE PRESENTER

The overall rating of the presenters' level of expertise and knowledge regarding the topic was a very high 2.03 (see Table 14: subscale 6.1). There was no discernable difference between this rating and the effect size of 2.06 for the capacity-building programmes as a whole. It is, therefore, clear that the presenters' expertise regarding conflict and conflict management was in line with that of other programmes. The presenters' ability to explain difficult and abstract concepts and

form a link between the theory and the experiences of the personnel was higher than in other programmes presented (see Question 2 & 3, Table 14). The respondents also rated the presenters' enthusiasm regarding the subject, as higher.

16.2 THE INFLUENCE OF THE PRESENTER'S PRESENTATION SKILLS

The effect size of 2.37 for Subscale 6.2 compares favourably with that of the combined PCBP's (i.e. $d=2.27$) (see Table 14). A large effect size difference pertains to the presentation skills of the presenter (see Table 14: Question 10).

16.3 THE INFLUENCE OF THE LEARNING PROCESS

The overall effect size of 1.99 for Subscale 6.3 is basically in line with the effect size of 2.06 for the capacity-building programmes as a whole. It would appear that the programme's strongest points were presenters who gave a clear overview of the programme and who were able to communicate on the respondents' level (see Table 14: Question 11 and 14).

16.4 THE INFLUENCE OF THE PRESENTATION CONTEXT

Although the presentation context received a very positive d -value of 1.80 and contributed significantly to the overall positive effect of the programme, its rating is significantly lower than the 2.49 of the combined programmes (see Table 14). The reason for this discrepancy can be attributed to two factors. The first is that it would appear that the quality of the learning material ($d = 1.73$ vs. $d = 2.41$) and the teaching media ($d = 1.73$ vs. $d = 2.36$) are not on par with that of the PCBP's as a whole. This is an issue that should be addressed in the revision and further development of the programme. Secondly, it would appear as though two contextual issues, viz. the venue ($d = 0.88$ vs. $d = 1.36$) and the organising of the programme ($d = 1.93$ vs. $d = 2.34$), were somewhat deficient. No reason for this discrepancy could be found in the research data. It is an issue that should be further investigated.

16.5 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 effect of the programme. These included 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 was only possible to interpret the data by means of descriptive statistics.

The respondents rated the length of the programme by completing a five-point scale. The results of this rating are reflected in Table 15.

TABLE 15: THE LENGTH OF THE PROGRAMME'S PRESENTATION

QUESTION 28	HOW WILL YOU RATE THE LENGTH OF THE COURSE/PROGRAMME?					AVERAGE OF CONFLICT MANAGEMENT PROGRAMME	AVERAGE OF CAPACITY-BUILDING PROGRAMMES AS A WHOLE
<i>Response</i> (n = 196)	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	10	13	110	44	19	3.25	3.15
Percentage	5.10%	6.63%	56.12%	22.45%	9.70%		

Table 15 indicates that in terms of averages, the programme's measurement of 3.25 is in line with the 3.15 of the combined PCBP's and that it falls in the category of "just right". However, 32.1% of the respondents felt that it was too short. This would indicate that more time should be allotted to the programme and/or that the topic should receive more attention than is currently the case.

The respondents were also requested to complete Question 29 in which they had the opportunity to judge the pace of the presentation with the help of a five-point scale. The results are reflected in Table 16.

TABLE 16: THE PACE OF THE PRESENTATION

QUESTION 29	HOW WILL YOU RATE THE PACE OF THE PRESENTATION?					AVERAGE OF CONFLICT MANAGEMENT PROGRAMME	AVERAGE OF CAPACITY-BUILDING PROGRAMMES AS A WHOLE
<i>Response</i> (n = 197)	1. The pace was much too slow	2. The pace was a little slow	3. The pace was just right	4. The pace a little too fast	5. The pace was much too fast		
Frequency	2	6	159	17	13	3.17	3.07
Percentage	1.02%	3.05%	80.71%	8.63%	6.59%		

The average measurement of 3.17 is in line with that of the PCBP's as a whole and falls in the "just right" category. The fact that a total of 80.71% of the respondents judged the presentation as being at the right pace reaffirms this finding.

Respondents were also required to complete an item on the balance between the presentation of information and group participation. The results are reflected in Table 17.

TABLE 17: THE BALANCE BETWEEN THE PRESENTATION OF INFORMATION AND GROUP PARTICIPATION

QUESTION 30	HOW WILL YOU RATE THE BALANCE BETWEEN THE TIME SPENT ON THE PRESENTATION AND TIME SPENT ON GROUP INVOLVEMENT?				AVERAGE OF CONFLICT MANAGEMENT PROGRAMME	AVERAGE OF CAPACITY-BUILDING PROGRAMMES AS A WHOLE
Response (n = 196)	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	10	163	17	6	2.10	2.08
Percentage	5.10%	83.16%	8.67%	3.06%		

It is evident from Table 17 that the respondents were satisfied that a good balance had been maintained. It is striking that an overwhelming 83.16% of the respondents awarded “A good balance” rating to this issue, indicating that this aspect had a positive influence on attaining the programme outcomes.

The final aspect covered in the particular questionnaire, was the language in which the presentations were conducted. According to the Education, Training and Development Policy of the SAPS (SA (REP) Human Resources, 2003), every personnel capacity-building programme has to be available in English only. It was, therefore, necessary to determine the extent to which the *presentation* of the programme was conducted in this language. The results that were obtained are reflected in Table 18.

TABLE 18: THE LANGUAGE THAT WAS USED DURING THE PRESENTATION OF THE PROGRAMME

QUESTION 31	WHICH LANGUAGE WAS USED THE MOST IN THE PRESENTATION OF THE COURSE/PROGRAMME?					
Response (n = 197)	<i>Afrikaans</i>	<i>English</i>	<i>Sotho</i>	<i>Tswana</i>	<i>Zulu</i>	<i>Others</i>
Frequency	21	157	1	11	4	3
Percentage	10.66%	79.70%	0.51%	5.58%	2.03%	1.52%

Although 79.70% of the presentations were conducted in English, other languages still featured predominantly in 20.30% of the presentations. This is a relatively high percentage and a matter of concern, because it indicates that at least 40 respondents were unable to enjoy the complete potential value of the programme. It should also be taken into account that if any other languages are used during a programme, they would have a negative impact on the length/duration of the

programme and that most of the handouts, transparencies, checklists, etc. would be irrelevant. Consideration should therefore be given to addressing this issue.

17. THE PRESENTERS' EVALUATION OF THE PROGRAMME

The presenters' evaluation questionnaire, which was similar to the presentation evaluation questionnaire, enabled presenters to evaluate their own expertise and presentation skills, as well as the learning process, the learning context, and the relevance of the programme. A number of open-ended questions, such as "*what should be added to/dropped from the programme?*" and "*what was the most/least helpful?*" were also added. Presenters could write their comments on subjects that should be covered in greater detail as well as recommendations for improving the programme. These inputs was utilised in the guidelines for the improvement of the programme.

A total of 14 presenters completed the questionnaire. Although the acquired data could not be subjected to higher order statistical analysis, it was still possible to draw comparisons between the results and those of the presentation evaluations. In this regard, the appropriate data from all the respondents who participated in die EPCaP study will be included in Table 19.

TABLE 19: THE PRESENTERS' VIEW OF THE RELEVANCE OF THE PROGRAMME

QUESTIONS	PRESENTERS (n = 14)				CONFLICT MANAGEMENT PROGRAMME	RESPONDENTS: CAPACITY- BUILDING PROGRAMMES AS A WHOLE (n = 2326)
	CHOICES AND RESPONSES					
	<i>Strongly disagree (%)</i>	<i>Disagree (%)</i>	<i>Agree (%)</i>	<i>Strongly agree (%)</i>	<i>Average</i>	<i>Average</i>
22. The programme stimulated the participants' creative thinking.	-	-	10 71.42%	4 28.57%	3.29	3.38
23. The participants will be able to apply the new knowledge and insights that they have gained in their jobs.	-	-	10 71.42%	4 28.57%	3.29	3.43
24. I feel that the programme will help the participants do their jobs better.	-	1 7.14%	9 64.29%	4 28.57%	3.21	3.42
25. The participants will be able to apply the new knowledge and insights that they have gained in their daily lives.	-	-	9 64.29%	5 35.71%	3.36	3.46

26. I feel that the programme will help participants to live their lives in a better way.	-	-	10 71.42%	4 28.57%	3.29	3.5
27. All SAPS personnel should receive this programme.	-	-	7 50.00%	7 50.00%	3.5	3.7

The presenters indicated that the programme is relevant for the SAPS and that all personnel should attend it. This opinion correlates with the respondents' opinion (see Table 13) and with the findings that the programme is applicable to all races, genders and ranks/positions. The presenters also supported the opinion that personnel who attend the programme will be able to improve their productivity and lead better personal lives.

The following Table (Table 20) reflects the results of the presenters' assessment of themselves in terms of their knowledge, ability to link material to the respondents' level of knowledge and ability to explain difficult concepts, etc.

TABLE 20: THE PRESENTERS' SELF-ASSESSMENT

QUESTIONS	PRESENTERS (n = 14)					RESPONDENTS (n = 2354)
	Choices and Responses				CONFLICT MANAGEMENT	
	<i>Strongly disagree (%)</i>	<i>Disagree (%)</i>	<i>Agree (%)</i>	<i>Strongly agree (%)</i>	<i>Average</i>	
1. I am knowledgeable about the subject that I taught.	-	-	8 57.14%	6 42.86%	3.43	3.55
2. I was able to link the material to the participants' level of knowledge.	-	1 7.14%	8 57.14%	5 35.71%	3.29	3.43
3. I was able to explain difficult and abstract concepts.	-	1 7.14%	9 64.29%	4 28.57%	3.21	3.45
4. I succeeded in keeping participants interested in the subject.	-	-	9 64.29%	5 35.71%	3.36	3.49
5. I was enthusiastic about the subject that I taught.	-	-	9 64.29%	5 35.71%	3.36	3.46

In general, the presenters agree that they are knowledgeable on the subject and able to link the material to the level of the respondents' knowledge and to keep them interested in the subject. Their ratings in respect of explaining difficult and abstract concepts and their enthusiasm are similar to the results obtained from the respondents' evaluations. It can, therefore, be concluded that the presenters are confident about the subject matter of Conflict Management and about their presentation and facilitation skills.

Table 21 reflects the results of the presenters' evaluation of their presentation skills. It also includes their overall self-rating.

TABLE 21: THE PRESENTERS' EVALUATION OF THEIR OWN PRESENTATION SKILLS

QUESTIONS	PRESENTERS (n = 14)*					RESPONDENTS (n = 2354)
	Choices and Responses				CONFLICT MANAGEMENT	
	<i>Strongly disagree (%)</i>	<i>Disagree (%)</i>	<i>Agree (%)</i>	<i>Strongly agree (%)</i>	<i>Average</i>	<i>Average</i>
6. Participants could clearly hear what I was saying	-	1 7.14%	9 64.29%	4 28.57%	3.21	3.52
7. I am skilful in the use of the teaching media.	-	-	12 85.71%	2 14.29%	3.14	3.45
8. I encouraged participant involvement.	-	-	8 57.14%	6 42.86%	3.43	3.58
9. I prepared myself thoroughly for the presentation.	-	-	9 64.29%	5 35.71%	3.36	3.54
QUESTION 10	<i>Poor (%)</i>	<i>Fair (%)</i>	<i>Average (%)</i>	<i>Good (%)</i>	<i>Very good (%)</i>	<i>Average</i>
10. What is your overall rating of your presentation skills?	-	-	3 21.42%	9 64.29%	2 14.29%	3.93

The respondents gave the presenters a much higher rating than the presenters gave themselves as far as the use of teaching media, preparation and overall presentation skills were concerned. This could be the result of setting extremely high standards for themselves.

The presenters were also requested to evaluate the learning process. The results appear in Table 22.

TABLE 22: THE PRESENTERS' EVALUATION OF THE LEARNING PROCESS

QUESTIONS	PRESENTERS (n = 14)*					RESPONDENTS (n = 2353)
	Choices and Responses				CONFLICT MANAGEMENT PROGRAMME	
	<i>Strongly disagree (%)</i>	<i>Disagree (%)</i>	<i>Agree (%)</i>	<i>Strongly agree (%)</i>	<i>Average</i>	<i>Average</i>
11. From the start I gave a clear overview of what participants could expect during the programme.	-	1 7.14%	10 71.43%	3 21.43%	3.14	3.38
12. I made sure that participants understood a subject before moving on to the next subject.	-	1 7.14%	10 71.43%	3 21.43%	3.14	3.48
13. On concluding I gave a summary of the material that was covered.	-	-	10 71.43%	4 28.57%	3.29	3.42
14. I was able to communicate on the participants' level.	-	1 7.14%	10 71.43%	3 21.43%	3.14	3.51

15. It was easy for participants to understand the material that was presented.	-	3 21.43 %	7 50.00%	4 28.57%	3.07	3.48
16. The material that was covered will be useful.	-	-	8 72.73%	3 27.27%	3.08	3.49
17. The course stimulated participants' interest in the subject.	-	-	11 78.57%	3 21.43%	3.21	3.5

Three of the presenters did not complete question 16.

The presenters' evaluations of most facets of the learning process were in line with those of the respondents. They succeeded in setting an overall goal at the beginning of the process and summarized the material covered at the end of the programme. They also made sure that the respondents understood the information before moving on to the next topic. They were of the opinion that the respondents could use the information that was provided and that the course stimulated the participants' interest in the subject.

There was, however, one facet in which the views of the presenters and respondents differed significantly. This facet concerned the level of difficulty of the material (see Question 15, Table 14 and Question 15, Table 22). From an analysis of the data, it would appear that the presenters tended to underestimate the respondents' ability to comprehend the material. There could be many possible reasons for this trend. These include the language question, the quality of the learning material or simply the fact that the respondents did not have any questions or queries.

Both the presenters' and respondents' evaluation of the presentation context appears in Table 23.

TABLE 23: THE PRESENTERS' EVALUATION OF THE PRESENTATION CONTEXT

QUESTIONS	PRESENTERS (n = 14)						RESPONDENTS (n = 2326)
	CHOICES AND RESPONSES					CONFLICT MANAGEMENT PROGRAMME	
	Very bad (%)	Bad (%)	Average (%)	Good (%)	Very good (%)	Average	
18. How would you rate the venue?	-	2 14.29%	7 50.00%	4 28.57%	1 7.14%	3.29	3.92
19. How would you rate the quality of the learning material that you presented?	-	-	5 35.71%	8 57.14%	1 7.14%	3.71	4.23
20. How would you rate the quality of the teaching media?	-	1 7.69%	4 30.80%	8 61.54%	-	3.54	4.28

21. How well was the programme organised?	-	2 15.38%	4 30.77%	5 38.46%	2 15.38%	3.54	4.30
---	---	-------------	-------------	-------------	-------------	------	------

One presenter did not complete question 20 and 21.

A discrepancy existed between the presenters' and respondents' evaluations of the venues where the programmes were presented and how well the events were organised. This could be due to the fact that deficiencies in teaching infrastructure (e.g. overhead projectors) often inconvenience presenters more than they do recipients. The presenters also had to depend on other people for preparing the venues and for providing food.

The presenters' questionnaire included a section of open-ended questions in which they could make recommendations regarding subjects that should be added to/dropped from the programme, subjects that should be covered in greater detail and the most and least helpful elements (things) in the programme. Space was also provided for suggestions on how the programme could be improved. The following exposition contains a list of the responses to these questions.

❖ **Question: “I want to clarify the following responses to the presenters’ evaluation of the presentation questionnaire”**

Some presenters felt that the questionnaire was very clear and specific and they could complete it in an honest and open manner. Some mentioned that the respondents could not understand all the aspects of the programme, because of their inability to understand English as a language.

One presenter experienced disciplinary problems with a faction within his/her group and stated that: “They were extremely difficult, did not understand or listen to the instructions for completing the questionnaires for the research or activities of the programme. It frustrated the whole group.”

❖ **Question: “Topics that need to be added to the programme?”**

The presenters recommended the addition of some topics to the overall programme. These were, however, not conflict-related.

❖ **Question: “Topics that need to be covered in greater depth in the programme?”**

From the responses it would appear that there was a particular need for the following topics to be covered in more depth:

- Guidelines for Managing Conflict (there was also a suggestion that the guidelines should be acted out as a means of developing personal skills)
- Motivation
- Communication.

All the suggestions are valid and should be taken into consideration in the further development of the programme. It is important to remember that the degree to which each subject is dealt with depends mainly on the type and size of the target groups and the extent to which the Conflict Management Programme can be linked to the other Life Skills-focussed programmes. A mechanism should, therefore, be found to determine the needs of each target group in advance and to tailor the programme presentation accordingly.

❖ **Question: “Topics that should be dropped from the programme?”**

Only one suggestion was made in this regard. It was to combine the Conflict and Anger Management Programmes.

❖ **Question: “The elements which were most and least helpful in presenting the course?”**

There was some agreement among presenters about the elements of the programme that they found to be the most and the least helpful. The most helpful were the case studies, workbooks, transparencies, flipcharts and other learning material. Some respondents found the language issue to be a problem. It was also mentioned that the presentation and evaluation of the programme was negatively affected by the implementation of Resolution 7 of 2002 (Human Resources, 2002) which dealt with the restructuring of personnel. This restructuring process was very sudden and because of the extent of the organisation, not everybody was informed of the process. Members were also transferred far from home and to other work environments. This process had a negative impact on SAPS members.

❖ **Question: “The improvements that could be made to the course?”**

The questionnaire also afforded the presenters the opportunity to make further recommendations for the improvement of the programme, its presentation and their skills. This brought the following recommendations to the fore:

• **Presentations:**

- The improvement of venues where programmes are presented. The SAPS should, therefore, find a means of upgrading the station halls, lecture facilities, etc.

• **Programmes:**

- The use of a plainer, more “user-friendly” language to accommodate for example, cleaners who attend the programmes.
- The translation of the programmes into all the other languages.
- Additional teaching media and material.
- Additional coping strategies and skills should be dealt with in role-plays.
- The reviewing of characters of animals used in the activities.
- A list of ice-breakers should be provided.
- Managers should also attend the course.

- The programmes should be presented on a regular basis.
- The programmes must be separated from the other Life Skills sub-programmes because of the emotional impact of the course material on the respondents.
- **Skills:**
 - Facilitation skills must form part of all new social workers' orientation courses. This will empower them to present the programmes even more effectively.

The written comments on the possible improvements to the Conflict Management Programme did not produce any far-reaching or even unanimous recommendations. The programme was generally regarded as positive and very important in the development of the skills of police personnel. There are, however, a number of smaller issues, which would appear to require further attention. These were taken into account when the guidelines for the improvement of the programme were formulated.

18. FINDINGS AND IMPLICATIONS

In discussing 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 measuring instruments and questionnaires.

The profiles of the experimental and comparison groups which were mobilised during the research, correlated favourably with the profiles of the SAPS population. Where differences occurred, they were not to such an extent that they would affect the outcome of the research in any fundamentally negative way. It could, therefore, be concluded that the findings of the research could be applied to all SAPS personnel, irrespective of their rank/post, race, gender or province of origin.

During the research, six measurement scales and a presenters' evaluation questionnaire were used. Owing to the uniqueness of the programmes, the scales could not be drawn from standardised measuring instruments. Efforts were, therefore, made to create and standardise the scales by means of various pilot studies. In the case of one scale, this process was not altogether successful. The other KAB scales did, however, prove that the programme had a large effect on the respondents' knowledge and attitudes.

In the research design, provision was made for possible problems with the reliability of the scales. It was, therefore, decided to augment the KAB scales with the development and use of three other scales. These covered the programme's value and relevance, as well as the effect of the programme presentation. Together, they constituted the triangulation of measurements that were utilised in the research. From this triangulation, it was clear that the programme would also have had a practical significant effect on the respondents' behaviour.

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

The content and presentation of the Conflict Management Programme and the presenters are, however, not without their shortcomings. The research results were, therefore, also used as a basis to formulate guidelines for further improvements.

19. GUIDELINES FOR IMPROVING THE PROGRAMME

Owing to a number of smaller problems that the presenters experienced with the programme, as well as deficiencies that came to the fore through the measurement scales, the following steps regarding the above could be taken to improve the content and presentation of the programme even more:

- The presenters' recommendations should be used in the next revision of the Conflict Management Programme. In this regard, special attention should be given to the elements of the programme that they found most and least helpful.
- Secondly, it should become standard practice to revise and update the programme every 12 to 18 months. This will ensure that it remains at the cutting edge of new developments in the field of conflict management.
- The possibility of the modularisation of the programme should be further investigated. This could be done in such a way that it could be targeted at different types of groups (e.g. management vs. cleaners) without losing its core functionality.
- In order to comply with the principles of experiential learning, all the activities, exercises, checklists, videos and examples should be re-evaluated and improved on in order to make them even more relevant and effective.
- Stricter guidelines concerning the requirements for a suitable venue and the organising and administration of the programme should be set as these aspects definitely impact negatively on the effect of the programme. The Training component of Human Resource Management in each province and Area should play a larger and a more supportive role regarding all social Work Service Programmes. Feedback regarding all complaints should be given to National Training, Head Office.
- Owing to the nature and presentation of the Conflict Management Programme, it is imperative that only suitably qualified social workers from Police Social Work Services should present it.
- In order to ensure a high presentation standard, the further and continuous training of presenters should receive a priority rating. All presenters should complete an advanced

facilitation and presentations skills course before being allowed to present the Conflict Management Programme.

- Presenters should attend a work session every 12 to 18 months to assist with the evaluation and updating of the programme and to ensure that they are up to date with new developments.
- An effective marketing strategy should be put into operation to ensure that all SAPS personnel attend at least one presentation of the Conflict Management Programme. The feasibility of presenting the programme on a more regular basis to sections or areas that have a high incidence of crime and are exposed to high levels of stress (e.g. the Priority and Exit Stations), should also be investigated.
- The KAB scales should be improved on and standardised and used on a continual basis to determine the effect of each programme presentation. This will help to ensure that all SAPS personnel receive the same high standard of service delivery.
- Police Social Work Services (PSWS) should maintain managerial support and credibility at National, Provincial and Area level by providing regular feedback regarding the impact and results of the programme.
- An action plan for presenting the proactive programmes to all the personnel of the SAPS must be developed. This could include the distribution of Circulars from Management on a 6-monthly basis in support of PSWS in presenting the programmes.
- A closer relationship has to be established with the Training component at all levels. Regular monthly meetings will create a forum to discuss challenges and solutions. PSWS personnel must also be part of the budget meetings regarding the distribution of funds.
- The Performance Enhancement Process (PEP) requires a development plan for each worker in the SAPS. Police Social Work Services, National Head Office has to negotiate the incorporation of its programmes as fundamental and important to the personnel's development plan and participation in the programmes can function as a reward system.
- The reasons and/or excuses by management and police personnel for not attending the programmes have to be investigated and addressed. The most fundamental objective of the SAPS is to combat crime and it requires highly-skilled personnel to achieve this objective. The programmes can make a major difference in achieving this objective by preparing police personnel to confront the challenges and demands for change.

20. CONCLUDING REMARKS

The Evaluation of the Personnel Capacity-Building Programmes (EPCaP) study represents the most comprehensive research initiative undertaken by Police Social Work Services to date. It had to ascertain if the newly-developed interventions had any affect on its recipients and, if so, how they could be further improved. It was, therefore, quite significant that the research proved that the Conflict Management Programme, at least, had a marked influence on the professional and

personal lives of SAPS personnel. It empowered them especially with the knowledge, attitudes and skills to effectively prevent and deal with various forms of conflict. These newly-developed abilities will enable them to function better as colleagues in the work situation and, ultimately, to render a better service to all the communities of South Africa.

REFERENCES

- ACADEMIC SERVICES. 2000. *Teaching feedback questionnaires*. Potchefstroom: North-West University .
- AKADE, A. 2001. Risky business: South African youths and HIV/AIDS prevention. *Education Studies*. Vol. 27(3):237-256.
- AQUINO, K. 2000. Structural and Individual Determinants of Workplace Victimization: The effects of Hierarchical Status and Conflict Management Style. *Journal of Management*, 26[2]: 171-193.
- ASK AFRICA. 1997. *South African Police Service: Social Work Services needs assessment: research report*. Pretoria: SAPS.
- BABBIE, E. 2001. *The practice of social research* (9th Edition). Belmont (CA): Wadworth/Thompson Learning.
- BAILEY, K.D. 1994. *Methods of social research*. New York: The Free Press.
- BENTLEY, T. 1994. Facilitation. *Providing Opportunities for Learning*. London: McGraw-Hill Book Company. p55.
- BERGER, E.I., RATCHFORD, B.T. & HAINES, G.H. 1994. Subjective product knowledge as a moderator? Relationship Between Attitudes and Purchase Intentions for a Durable Product. *Journal for Ecometric Psychology*. Vol.15, (No 2), June 1994, pp. 301-314.
- BRYMAN, A. 2003. *Triangulation*. [Web:] <http://www.referenceworld.com/sage/socialscience/triangulation.pdf> [Date used: 2003.09.13].
- CASEY, M. & CASEY, P. 1997. Self-esteem training as an aid to acquiring conflict management skills. *Australian Journal of Adult and Community Education*. 37[3]: 160-166, November.
- COHEN, J. 1977. *Statistical power analysis for the behavioural sciences*. Orlando. Academic Press.
- COHEN, J. 1988. *Statistical power analysis for the behavioural sciences* (2nd Edition). Hillside, NJ: Erlbaum.
- CRESWELL, J.W. 2003. *Research design: Qualitative, Quantitative, and Mixed Methods approaches*. (2nd Edition). Thousand Oaks: Sage Publications.
- DE STADLER, L.G. 1994. *Groot Tesourus vir Afrikaans*. Halfweghuis: Southern Boekdrukkers.

- McBURNIEY, D. H. 1994. *Research Methods*. (3rd edition). Pacific Grove (Calif.): California.Brooks/Cole Publishing Company,
- McCANN, T.V. & SHARKEY, R.J. 1998. Educational intervention with international nurses and changes in knowledge, attitudes and willingness to provide care to patients with HIV.AIDS. *Journal of Advance Nursing*, Vol. 27 (No.), pp 267-273.
- McCONNEN, S. 1992. *Conflict*. London: Thomas Nelson and Sons Ltd.
- McCORMACK, B & HILL, E. 1997. *Conducting a Survey. The SPSS Workbook*. London: International Thomson Business Press, pp. 1-61.
- McCRATY, R., ATKINSON, M. & TOMPSON, M. 1999. *Impact of the Heart Math Self-Management Program on Physiological and Psychological Stress in Police Officers*. [Web:] <http://www.heartmath.org/ResearchPapers/Police/welcome.html> [Date used: 2001.12.04].
- MITCHELL, C.M. & KAUFMAN, C.E. 2002. Structure of knowledge, attitudes, and behaviour among American Indian young adults. *AIDS Education and Prevention*, Vol. 14 (No. 401-408).
- NELSON-JONES, R. 1991. *Life Skills: A Handbook*. London: Dotesios. pp.1-324.
- PATTON, M.Q. 2002. *Qualitative research & evaluation methods*. London: Sage Publications.
- PLUG, C., LOUW, D.A.P., GOUWS, L.A. & MEYER, W.F. 1997. *Verklarende en vertalende sielkundigewoordeboek*. Sandton: Heinemann Voortgesette Onderwys (Edms) Bpk.
- POLICE SOCIAL WORK SERVICES. 1999. *Minutes of National Conference in Graaff-Reinett*. Pretoria: SAPS.
- POLICE SOCIAL WORK SERVICES. 2001a. *Working committee: Managing Stress Effectively Programme*. Pretoria: SAPS.
- POLICE SOCIAL WORK SERVICES. 2001b. *Annual Report, 1 April 1999- 31 March 2001*. Pretoria: SAPS.
- PSWS *see* Police Social Work Services
- ROOTH, E. 2000. *An investigation of the enhanced relationship between participants in life skills courses and the environment*. Pretoria: Human Science Research Council.
- SARANTAKOS, S. 1998. *Social research*. South Yarra (Australia): MacMillan.
- SAS INSTITUTE INC., 1999. *The SAS System for Windows Release 8.02 TS Level 02M0* Copyright © 1999-2001 by SAS Institute Inc., Cary, NC, USA.

- DE VOS, A.S. & FOUCHE, C.B. 1998. Selection of a research design (In De Vos, A.S. (ed.) *Research at grass roots, primer for the caring professions*. Pretoria: Van Schaik Publishers).
- DONATI, S., HAMAN, R. & MEDDA, E. 2000. Family planning KAP survey in Gaza. *Social Science & Medicine*. Vol. 50 (No. 6), March 2000, pp 841-849.
- DU TOIT, M., NIENABER, A., HAMMES-KIRSTEN, D., KIRSTEN, T., CLAASEN S.E., DU PLESSIS, W. & WISSING, M. 1997. *A Life-Skills & Coping Programme for adolescents: A Manual for Teachers*. Potchefstroom: PU for CHE.
- EBERSOHN, L. & ELOFF, I. 2003. *Life Skills & Assets*. Pretoria: Van Schaik Publishers.
- ELKIND, P.D. 1993. Correspondence between knowledge, attitudes, and behaviour in farm health and safety practice. *Journal of Safety Research*. Vol. 24 (No. 3), Autumn. pp171-179.
- ELMES, D.G., KANTOWITZ, B.H. & ROEDIGER, H.L. 2003. *Research methods in psychology*. Belmont (CA): Thomson/Wadsworth.
- FORTADO, B. 2001. The metamorphosis of workplace conflict. *Human Relations*, 54[9]: 1189-1221, September.
- GRAVETTER, F.J. & FORZANO, L.B. 2003. *Research methods for the behavioural sciences*. Belmont (CA): Thompson/ Wadsworth.
- GROOT TESOURUS VIR AFRIKAANS *see* DE STADLER, L.G.
- HILTON, A. 2003. Should qualitative and quantitative studies be triangulated? *International Society of Nurses*. [Web:] <http://www.isncc.org/lists/asp?Table=News&Page=Triangle> [Date of use: 2003.09.15]
- HUMAN RESOURCES *see* SOUTH AFRICA (REP.), HUMAN RESOURCES
- JACKSON, S.L. 2003. *Research methods and statistics: a critical thinking approach*. Belmont (CA): Thompson/Wadsworth.
- KINDLER, H.S. 1988. *Managing Disagreement constructively. Conflict Management in Organizations*. New York: Crisp Publications Inc. pp. 1-91.
- KIRKPATRICK, D. 1998. *Evaluating training programs: the four levels*. San Francisco: Barrett-Koehler Publishers.
- KISTAN, K.F. 2000. *Conflict management in selected secondary schools in the Durban South Region of KwaZulu-Natal*. Johannesburg : RAU [Verhandeling - M. Ed.] pp.17-49.
- MARK, R. 1996. *Research made simple: a handbook for social workers*. London: Sage Publications.
- MARTIN, G. & PEAR, J. 1996. *Behaviour modification: what it is and how to do it*. Prentice Hall, Englewood Cliffs, New Jersey. pp.3-122.

- SOUTH AFRICA (REP.), HUMAN RESOURCES. 2003. *Education Training and Development Policy*. [Web:] <http://www.is.org.za/polprocnew/educationtrainingdevpolicy.htm> [Date used: 2003.03.02].
- SOUTH AFRICA (REP.), HUMAN RESOURCES. *Resolution 7/2002*. [Web:] <http://www.is.org.za/hrnew/resolution/article1.htm> [Date used: 2003.03.02].
- SOUTH AFRICA (REP.), SOUTH AFRICAN POLICE SERVICE. 2003^a. *Annual report: 2002-2003*. Pretoria: Government Printers.
- SPATZ, C. 2001. *Basic statistics: tales of distributions*. Belmont (CA): Wadsworth/Thompson Learning.
- STEVENS, P. & YACH, D. M. 1995. *Community policing in action*. Kenwyn: Juta & Co, Ltd.
- STEYN, H.S. 1999. *Praktiese beduidenheid: Die Gebruik van Effekgroottes*. (Wetenskaplike Bydraes, Reeks Natuurwetenskappe, nr. 117). Potchefstroom: Publikasiebeheer Komitee, PU vir CHO.
- STEYN, H.S. 2000. Practical significance of the difference means. *Journal of Industrial Psychology*, Vol. 26 (No. 3) pp.1-3.
- STRYDOM, H. 1999. *Maatskaplikewerk-navorsing* (Diktaat D 134/99). Potchefstroom: PU vir CHO.
- STRYDOM, H. & DE VOS, A.S. 1998. Sampling and sampling methods. (De Vos, A.S. (ed) *Research at grass roots a primer for the caring professions*. Pretoria: Van Schaik Publishers).
- STUTTERHEIM, E. & MORUANE, S. 2002. The repositioning of social work in the South African Police Service (In Weyers, M.L. (ed.). *Repositioning social work within a changing environment: a collection of papers presented at the 2002 National Conference of the Joint University Committee for Social Work*. Potchefstroom: School for Psychosocial Behavioural Sciences, PU for CHE. (pp. 168-178).
- THOMPSON, N. 2002. *People Skills*. (2nd Edition). New York: Palgrave MacMillan.
- WEINREICH, N.K. 1999. *Research in the social marketing process*. [Web:] <http://www.social-marketing.com/process.html> [Date used: 2001.10.18].
- WEYERS, M.L. & RANKIN, P. 2007. The facilitation assessment scale (FAS): Measuring the effect of the outcomes of workshops. *Social Work Researcher-Practitioner/Maatskaplikewerk-Navorsing-Praktisyn*, 19 (1): 92-112, March
- ZECHMEISTER, E.B. & POSAVAC, E.J. 2003. *Data analysis and interpretation in behavioural sciences*. Belmont (CA): Thompson/Wadsworth

Article 2

Blignaut, AM & Weyers, ML

AN EVALUATION OF THE ASSERTIVENESS PROGRAMME OF THE SAPS

Senior Superintendent A M Blignaut is a social worker attached to the South African Police Service and Prof ML Weyers is a lecturer in the Social Work Division of the School for Psychosocial Behavioural Sciences, North-West University: Potchefstroom

ABSTRACT

Background: *Owing 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 existing services to include proactive, capacity-building interventions. The result was the development of 15 personnel capacity-building programmes by 2000. The need arose for a comprehensive impact-assessment of these programmes and the Evaluation of Personnel Capacity-Building Programmes (EPCaP) study was subsequently launched in 2001. The evaluation of the Assertiveness Programme formed part of this research.*

Aim: *The aim of this study was to determine the effect of the Assertiveness Programme on the knowledge, attitude and behaviour of SAPS personnel.*

Method: *A comparison group pre-test and post-test research design and triangulation were used in the project. It involved 179 experimental group respondents, 49 comparison group members and 13 presenters. Data was generated through the use of six measurement scales and a presenter's evaluation questionnaire.*

Results: *From the analysis of the data, it became clear that the Assertiveness Programme had a practical significant effect on the knowledge, attitude and behaviour of the respondents and that it changed their personal and professional lives in a positive manner. The research indicated that the programme was a highly effective capacity-building instrument, but that certain steps could be taken to improve it even further.*

1. INTRODUCTION

The development of pro-active social work services in the South African Police Service (SAPS) was brought about by two factors. It, firstly, became necessary in the post 1994 era for the organisation to empower police personal to deliver an effective service during the transitional phase to a full democracy in South Africa (Stutterheim & Moruane, 2002:1-2). The second was the then high incidence of social problems amongst police personnel. The social workers employed by Police Social Work Services could no longer cost-effectively deal with these problems with only a reactive, client-centred approach (Stutterheim & Moruane, 2002:1-3). An alternative strategy had to be found. It took the form of the proactive personnel capacity-building programmes (PCBP's).

The Evaluation of Personnel Capacity-building Programmes (EPCaP) study was launched in 2001 to determine the impact of all these programmes on police personnel and to gauge their cost-effectiveness. This article will deal with the results of the evaluation of one of these programmes, viz. Assertiveness. In order to put the results into perspective, three main aspects will be covered. They are the background to the development of the programme, its most salient features and the research procedure that was followed to measure its outcomes.

2. BACKGROUND AND DEVELOPMENT OF THE PROGRAMME

Owing to the restructuring of the SAPS and changes to some of its policies, an external research consultant, Ask Africa, was requested to undertake baseline research into the need for social work services in the SAPS (Stutterheim & Moruane, 2002:172). The main aim was to determine the type of social work services that police officials required the police social workers' perception of their potential clients' needs and the relationship between these two sets of expectations. The research was carried out in 1997 and the final report presented to the SAPS in 1998 (Ask Africa, 1997). The research results indicated a need for both a reactive (therapeutic) and proactive (capacity-building) social work service. Five priority areas for proactive services were identified. It included a general life skills programme (cf. PSWS, 2001a).

Working groups were established in March 2000 to develop these identified programmes. The groups comprised one content expert for each of the provinces. They completed the work on the initial programmes in August 2000. Each province then piloted the programmes between October 2000 and September 2001 (cf. Stutterheim, & Moruane, 2002:5).

A decision was taken during 2001 to embark on a comprehensive study into the impact of all the personnel capacity-building programmes on the personnel establishment of the organisation (cf. Stutterheim & Weyers, 2002:8). The evaluation of the Life Skills Programme and its Assertiveness (sub-) Programme formed part of this research.

3. NATURE OF THE ASSERTIVENESS PROGRAMME

The need for an Assertiveness Programme can generally be attributed to the fact that police work requires assertive and not aggressive behaviour from functionaries. Police officials are confronted daily with situations that, if dealt with inappropriately, could exacerbate already tense situations and have tragic consequences. Successful empowerment will provide them with a defence against aggression and enable to do their work more effectively. They also function within an organisational setting that requires an ability to assert themselves without becoming involved in some power plays or manipulation by or of others. They should be able to make their point without making enemies and to have the confidence to say "no" without offending others (Giddish, 2002:108).

In order to achieve the desired outcomes, the Assertiveness Programme was design around five main themes. These were:

- The nature of assertiveness and self-assertive behaviour and the extent to which participants exhibit such behaviour (Part 1)
- The difference between passive, aggressive and assertive behaviour (Part 2)
- Personal rights and passive, aggressive and assertive behaviour (Part 3)
- (The development of) a personal philosophy regarding assertiveness (part 4)
- The conclusions that could be reached from the programme (Part 5).

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

TABLE 1: THE THEMES AND PRESENTATION OF THE ASSERTIVENESS PROGRAMME

SUBJECT	METHOD
Part 1: What is assertiveness? ■ Defining assertiveness. ■ Definition of self-assertive behaviour. ■ The evaluation of self-assertiveness.	• Presenter: <i>Orientation</i> • Small group discussion: <i>Define the concept of self-assertive behaviour.</i> • Presenter: <i>Write feedback on flipchart.</i> • Group activity: <i>Feedback of definition.</i> • Presenter: <i>Distribute the questionnaire.</i> • Individuals: <i>Complete the questionnaire on self-assertive behaviour.</i> • Small group discussion: <i>Handout 1 "Evaluation of self- assertive behaviour" questionnaire.</i> • Group discussion: <i>Feedback of questionnaire.</i>
Part 2: Types of assertive behaviour ■ Passive, aggressive and assertive behaviour.	• Small group activity: <i>Listen to story of bus trip to Cape Town by presenter.</i> • Presenter: <i>Make the group participate in the story as if it is a play.</i> • Group discussion: <i>Feedback on story.</i> • Small activity: <i>Role-play on passive, aggressive and assertive behaviour.</i> • Group discussion: <i>Difference between passive, aggressive and assertive behaviour.</i> • Presenter: <i>Evaluation and feedback.</i>
Part 3: Actions re assertiveness	• Presenter: <i>Orientation</i>
■ Personnel rights.	• Small group activity: <i>"What are your rights?"</i> • Group discussion: <i>What it means to be self-assertive.</i> • Presenter: <i>Feedback on flipchart.</i>
■ Passive, aggressive and assertive behaviour.	• Presenter: <i>Give examples of behaviour.</i> • Small group discussion: <i>Reactions to decisions and feelings.</i> • Presenter: <i>Story regarding what the reactions will be - assertive behaviour.</i> • Presenter: <i>Distribute a questionnaire on assertiveness.</i> • Presenter: <i>Summarize the three categories by means of a transparency.</i>
Part 4: Personal philosophy re assertiveness.	• Presenter: <i>Distribute handout re "An assertive philosophy."</i> • Presenter: <i>Discussion.</i>
Part 5: Conclusion.	• Presenter: <i>Summarise, evaluate and conclude</i>

The purpose of the Assertiveness Programme is to expose participants to different techniques, exercises and strategies relating to assertiveness and to enable them to practice these skills. They are also enabled to compile their own, personal assertiveness programme as a visible and tangible form of their commitment to change and to improve their assertive behaviour.

Police social workers receive comprehensive training before presenting the programme. They are also provided with a presenter's guide and plan, the necessary handouts, experiential learning exercises, transparencies and a workbook. The programme is presented in a facilitative manner and group participation is encouraged. It takes approximately two hours to complete and is presented to no more than 15 to 20 attendees at a time.

The research design and procedures that was followed to measuring the effect of this programme will be covered next.

4. RESEARCH DESIGN AND PROCEDURE

The research targeted the entire South African Police Service (SAPS) staff complement. Therefore, personnel from all rank levels/posts, races and genders in all ten provinces (Head Office is also a SAPS province) were included.

4.1 AIM AND OBJECTIVES

The primary aim of the study was to determine the effect of the Assertiveness Programme on SAPS personnel.

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

- To measurement of the *effect* (if any) of the Assertiveness Programme on the knowledge, attitude and behaviour of personnel
- To determination the *influence* that the *quality* of programme's *presentation* had on its effect
- To formulation of *guidelines* for the improvement of the programme and its presentation.

4.2 RESEARCH DESIGN

In the empirical research, a comparison group pre-test and post-test design was used. This is the equivalent of a classical experiment, but according to De Vos & Fouche (2002:144), without the "random assignment of subjects to the groups." It was deemed the most appropriate design because it makes it possible to statistically determine the effect size of a programme in circumstances where it is not possible to comply with all the prerequisites for a classical experiment (cf. Bailey, 1994:236-7; Strydom & De Vos, 1998:110).

4.3 PROCEDURE

The research procedure entailed four basic steps. They were a literature study, the designing and testing of the measuring instruments, the measurement of the programme's effect during an empirical study and the analysis and interpretation of the data that was generated.

4.3.1 Step 1: The Literature Study

Available literature on the qualities, features, and requirements of assertiveness, the generic attributes of capacity-building programmes and the attributes of effect measurement were analysed. It came from fields such as social work, management, community policing, criminology, education, sociology, industrial psychology and statistics. In addition, the policy documents of the South African Police Service that dealt with capacity development, the rendering of a service to the community as well as the general foundation of community policing were also covered. The sources ranged from documents, books and scientific journals of both South African and international origin to internet based sources.

4.3.2 Step 2: The Designing and Testing of Measuring Instruments

Three types of questionnaires were used in the research. They were a KAB questionnaire, a presentation evaluation questionnaire and a presenter's evaluation questionnaire. The KAB questionnaire, which was designed by the researcher, was based on the unique content of the programme, as well as relevant theory. It comprised 28 pre-test and post-test, mostly closed and Likert-type questions. The questionnaire was specifically aimed at measuring the impact of the programme on the respondents' knowledge, attitude and behaviour (KAB). Three items were added to the post-test to enable the respondents to evaluate the content of the programme.

The KAB-questionnaire was first tested during the following three consecutive pilot studies in Gauteng Province:

- The first pilot study was launched at the Booysens Police Station, Area Johannesburg on 17 and 18 April 2002. Fifteen police personnel members participated in the study and it was conducted by 2 social workers.
- The second pilot study was launched at the Johannesburg Central Police Station, Area Johannesburg on 17 and 19 July 2002. Thirty-three police personnel members participated in the study and two social workers conducted the pilot study.
- The third pilot study was launched at the Kathlehong Police Station, Area East Rand on 12 and 13 November 2002. Seventeen police personnel members participated in the study and 1 chief social worker conducted the study.

The respondents were selected in such a way that they would represent different race and gender groups, a cross-section of ranks and posts within the organisation and different urban settings. After each of the three pilot studies had been concluded, the questions were adapted and changed until the measurement package showed acceptable levels of validity and reliability (cf. McBurney, 1994:185).

The presentation evaluation questionnaire was developed and tested by the EPCaP research team. It was based on the evaluation instruments of various training institutions (cf. Academic Services, 2002) and theoreticians (cf. Kirkpatrick, 1998:26-28), as well as some evaluation questions already contained in the programme. It consisted of 31 items and focussed on the respondents' experience of the presenter and his/her presentation skills, the learning experience, the presentation context, the relevance of the programme and some general issues (see Addendum 3). By measuring the questionnaire's Cronbach alpha coefficient (cf. Gravetter & Forzano, 2003:391; Jackson, 2003:42-3), it was determined that it had significant reliability.

A presenter's evaluation questionnaire, which had to be completed by the social workers after the programme presentation, was virtually the same as the presentation evaluation questionnaire. It, therefore, covered their presentation skills, the learning experience, the relevance of the programme, etc. They could also make written recommendations regarding ways in which the programme and its presentation should be improved. The similarities between the presenter's evaluation and programme evaluation questionnaires made it possible to compare the two sets of role-players' views.

4.3.3 Step 3: Measurement of the Effect of the Assertiveness Programme

The main empirical study took place between 3rd February 2003 and 28 May 2003 in all 10 police provinces of South Africa. Availability sampling was used to mobilise the 720 police personnel who would make up the experimental and comparison groups. The experimental groups completed the KAB questionnaires directly before and after the programme presentation (the independent variable), while the members of the comparison group did the same with similar questionnaires. A comparison of the data produced by the pre-test questionnaires indicated that they were similar enough to produce the same results. After the presentations, the experimental groups completed the presentation evaluation and the social workers their presenter's evaluation questionnaire.

4.3.4 Step 4: Analysis and Interpretation

The fourth step involved the analysis and interpretation of the data that had been generated by all the questionnaires.

4.4 THE RESEARCH GROUPS

The main EPCaP study involved 3 437 respondents for the experimental groups, 720 comparison group members and the 146 social workers who presented the programmes: a total of 4 303 participants. These participants represented 3.25% of the then total 132 482 SAPS workforce. This was more than the required minimum sample size of 1 to 2% recommended by Stoker (in Strydom & De Vos, 1998:102).

The experimental groups consisted of all the SAPS personnel in South Africa who attended one or more of the programmes during 3 February to 28 May 2003. At the same time, the equivalent pre and post-test questionnaires were administered to the comparison groups. These groups were mobilised by all the SAPS provinces. Because they would be relatively small, basic guidelines were provided for their rank, gender and race composition. These guidelines were based on the personnel profile of the SAPS at that time.

Four main criteria were used to ascertain if the mobilised experimental and comparison groups were representative of the SAPS population. These were their *rank/post*, *race*, *gender* and *provincial* profile. By using province as a criterion, it was possible to ensure that attributes such as language distribution, geographical location and the different sections of the SAPS would be adequately covered.

The SAPS personnel comprise personnel appointed in terms of the South African Police Act (Act No 68 of 1995) and the Public Service Act, (Act No 103 of 1994). The personnel who have been appointed in terms of the Police Act occupy ten rank levels, ranging from Constable to National Commissioner. For the purposes of the research, personnel holding the ranks of Constable, Sergeant and Inspector were dealt with separately as they had distinctive training needs. The officer's ranks, i.e. that of Captain and higher, were combined to form one category. This distinction was made because these ranks form part of the managerial cadre. In the study, all Public Service Act personnel were grouped into a single category.

In the case of the Assertiveness Programme, the experimental and comparison groups comprised 179 and 49 personnel members respectively. The composition of these groups in terms of rank/post is set out in Table 2. In the evaluation of these groups' level of representative ness, a deviation of less than 5% from that of the overall SAPS population will be viewed as non-notable. A 5%-10% deviation from the norm will constitute a minor difference and a 10%+ deviation as notable. The same criteria will be used when the groups' level of representative ness in terms of race, gender and provincial affiliation is judged.

TABLE 2: THE PROFILE OF THE EXPERIMENTAL AND COMPARISON GROUPS IN TERMS OF RANK

GROUPS	CONSTABLE	SERGEANT	INSPECTOR	OFFICERS	P/SACT PERSONNEL	NOT DETERMINED	TOTAL (n)
Total SAPS Population	13936 (10.52%)	17478 (13.19%)	56671 (42.78%)	15008 (11.33%)	29304 (22.12%)	85* (0.06%)	132482 (100%)
Experimental Groups	8 (4.47%)	22 (12.29%)	67 (37.43%)	13 (7.26%)	53 (29.61%)	16* (8.94%)	179 (100%)
Comparison Groups	3 (6.12%)	5 (10.2%)	21 (42.86%)	13 (26.53%)	6 (12.24%)	1* (2.04%)	49 (100%)

*Undetermined: Unspecified ranks/posts on data base

The composition of both the experimental and comparison groups compared favourably with that of the SAPS population. The only notable deviation was that officers were overrepresented in the comparison group. An analysis of the data showed that this did not have any marked negative impact on the outcome of the research.

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

TABLE 3: THE PROFILE OF THE EXPERIMENTAL AND COMPARISON GROUPS IN TERMS OF RACE AND GENDER

GROUPS	BLACK MALE	BLACK FEMALE	COLOURED MALE	COLOURED FEMALE	WHITE MALE	WHITE FEMALE	INDIAN MALE	INDIAN FEMALE	NOT DETER- MINED	TOTAL (n)
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%)	427 [*] (0.32%)	132482 (100%)
Experimental Groups	70 (39.11%)	42 (23.46%)	12 (6.70%)	8 (4.47%)	28 (15.64%)	15 (8.38%)	4 (2.24%)	0		179 (100%)
Comparison Groups	19 (38.78%)	0	13 (26.53%)	0	13 (26.53%)	4 (8.16%)	0	0		49 (100%)

**Undetermined: Unspecified ranks/posts on data base*

The experimental group's distribution in terms of race and gender compared relatively well with that of the SAPS population. Black females were, however, somewhat overrepresented in this group. The comparison group did not have any Black, Coloured or Indian females and no Indian males. Coloured males were also overrepresented. The possibility that this may have had a negative affected the outcome of the research was further investigated. An analysis of the data showed no marked differences. It was, therefore, concluded that the effect of the programme on all race and gender groups was virtually the same.

The final criterion that was used to determine the representation levels of the experimental and comparison groups was the provinces from which the respondents had originated. The results, together with the total number of presenters, are summarized in Table 4. This data indicates that the total number of respondents from both the experimental and comparison groups was relatively representative of the total population of each province. Logistical problems made it impossible for the Northern Cape to present the programme.

TABLE 4: THE PROFILE OF THE EXPERIMENTAL AND COMPARISON GROUPS IN TERMS OF PROVINCES

PROVINCE	SAPS POPULATION (%)	TOTAL PERSONNEL IN EXPERIMENTAL GROUP (%)	TOTAL PERSONNEL IN COMPARISON GROUPS (%)	TOTAL PRESENTERS (%)
Gauteng	26 575 (22.67%)	44 (24.59 %)	5 (10.20%)	4 (30.77%)
Western Cape	11 743 (10.02%)	22 (12.29%)	5 (10.20%)	2 (15.38%)
Eastern Cape	15 747 (13.34%)	14 (7.82%)	5 (10.20%)	1 (7.69%)
Northern Cape	3 257 (2.78%)	0 (0%)	5 (10.20%)	0 (0%)
KwaZulu- Natal	19 288 (16.45%)	10 (5.59%)	4 (8.16%)	1 (7.69%)
Free State	9 501 (8.11%)	7 (3.91%)	4 (8.16%)	1 (7.69%)
North West	9 046 (7.72%)	14 (7.82%)	6 (12.24%)	1 (7.69%)
Limpopo	8 937 (7.62%)	18 (10.06%)	5 (10.20%)	1 (7.69%)
Mpumalanga	6 118 (5.22%)	30 (16.76%)	5 (10.20%)	1 (7.69%)
Head Office	7 010 (5.98%)	20 (11.17%)	5 (10.20%)	1 (7.69%)
Total	117 222 (100%)	179 (100%)	49 (100%)	13 (100%)

**Totals may vary due to differences in data sets*

From the contents of Tables 2 to 4 it can be concluded that the availability sampling process produced experimental and comparison groups that were, on a whole, representative of the SAPS population of South Africa. This will make it possible to generalise the results of the effect measurements to the organisation as a whole.

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

4.5 DATA COLLECTION INSTRUMENTS

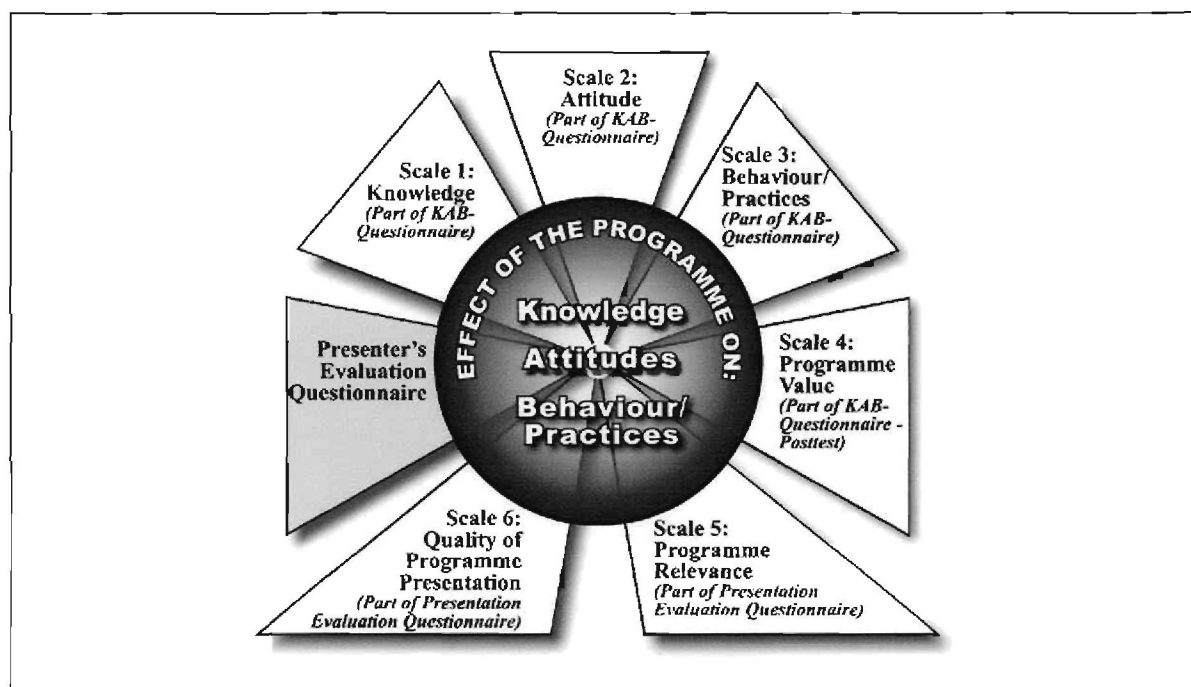
The uniqueness of the programme made it impossible to use standardised questionnaires/measuring instruments in the research. Consequently, totally new instruments had to be developed and standardised during pilot studies and the main research. This process proved to be very difficult and was not successful in all respects. Although all the scales had a satisfactory reliability coefficient, data analysis revealed that some scales were formulated in such a manner that they were unable to measure change effectively. In these cases it was impossible to prove that change had actually occurred (cf. Elmes *et al.*, 2003:59-60,144-5; Zechmeister & Posavec, 2003:194-7). The triangulation was used to ensure that deficiencies of this kind could be overcome.

In the research, triangulation was viewed 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 the study, the so-called "intra-method" or "within-method"

(Bryman, 2003; Sarantakos, 1998:186) of triangulation was used. This involved the use of multiple instruments to measure the same phenomenon, viz. the change that a programme brought about in SAPS personnel (cf. Mark, 1996:220; Patton, 2002:556,559-560). The purpose 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 constancy of measurement (Patton, 2002:248).

In the research, the data produced by three types of questionnaires were triangulated. The nature and focus of these questionnaires are illustrated in Diagram 1.

DIAGRAM 1: THE WAY TRIANGULATION WAS USED IN THE STUDY



4.5.1 The KAB Questionnaire

The KAB or KAP (Knowledge, Attitude and Behaviour/Practices) analyses are extensively used in education-orientated research in the health, education, economics, social marketing and social developmental spheres (Berger *et al.*, 1994; Donati *et al.*, 2000; Mitchell & Kaufman, 2002; WPDCE, 1999; Weinreich, 1999). This type of analysis is, however, still underutilised in the field of social work. It is based on the supposition that human functioning can be divided into three dimensions, viz. the cognitive (intellectual/thinking), the affective (emotive/feeling) and the conative (will/behaviour). (Thompson, 2002: xvii). These dimensions are interrelated, but not necessarily linearly dependent. A number of studies have, for example, indicated that a change in one dimension does not necessarily bring about a change in another (e.g. changes in attitude are not necessarily a prerequisite for a change of behaviour) (Akade, 2001:248-251; Elkind, 1993:17; McCann & Sharkey, 1998:268-9). This made it possible to measure the effect of the programme on the recipients' knowledge, attitudes and behaviour separately.

The KAB questionnaires consisted of two sections. The first was made up of 27 questions and dealt with the participants' knowledge, attitudes and existing/intended behaviour. The second section, which was added to the post-test questionnaire and which was administered to the experimental groups only, was made up of 6 questions. These covered the respondents' evaluation of the overall value of the programme and the value of each of its four constituent parts.

The structure and focus of the original KAB questionnaires are summarised in Table 5.

TABLE 5: THE COMPOSITION OF THE KAB QUESTIONNAIRES

DIMENSION	SCALE NO.	FACETS THAT WERE MEASURED.
Knowledge	Scale 1.1	Knowledge re the typical behaviour of assertive persons.
	Scale 1.2	Knowledge of the characteristics of assertive persons.
	Scale 1.3	Knowledge of the state of assertiveness.
Attitudes	Scale 2	Level of self-belief in own opinion.
Behaviour	Scale 3.1	Strategies followed in assertive behaviour.
	Scale 3.2	Nature of respondent's assertive behaviour.
Value	Scale 4	Value of programme.

The questionnaires consisted of, true or false, as well as Likert-type questions. (e.g. strongly disagree, disagree, agree and strongly agree) (cf. Jackson, 2003:61; McCormack & Hill, 1997:70). With this data, the respondents' existing (in terms of the pre-test) and newly acquired (in terms of post-test) knowledge, attitude and behaviour could be determined. The questionnaires were administered to the experimental groups immediately before and after the presentation of the programme and simultaneously to the comparison groups. In this way, the net effect of the programme (intervention/independent variable) on the experimental group could be calculated.

4.5.2 The Presentation Evaluation Questionnaire

The presentation evaluation questionnaire was developed by the EPCaP research team. It consisted of 31 questions and was divided into six sections (see Table 6).

TABLE 6: THE COMPOSITION OF THE PRESENTATION EVALUATION QUESTIONNAIRE

SECTION	FACETS THAT WERE 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 context in which the programme was presented	Question 18 to 21
Section 5	Evaluation of the relevance of the programme (Scale 5)	Question 22 to 27
Section 6	General (<i>Length of the programme, tempo of presentation, balance between presentation and group participation, and language used most in the presentation</i>)	Question 28 to 31

All the respondents in the experimental groups completed the questionnaire immediately after the Assertiveness Programme had been presented. The aim of sections 1 to 4 and 6 was to determine the extent to which the nature and quality of the presentation had influenced the effect of the programme. Section 5 formed part of the triangulation of measurements and determined the relevance of the programme. It will be referred to as Scale 5.

4.5.3 The Presenter's Evaluation Questionnaire

The social workers, which presented the programme, were requested to complete the presenter's evaluation questionnaire. It enabled them to evaluate their own presentation abilities and the presentation context (Sections 1-4, 6), to evaluate the relevance of the programme (Section 5) and to make recommendations with regard to the improvement of the programme (see Table 7). This questionnaire was based on the presentation evaluation questionnaire and comparisons could therefore be drawn between the two sets of data.

TABLE 7: THE COMPOSITION OF THE PRESENTER'S EVALUATION QUESTIONNAIRE

SECTIONS	FACETS THAT WERE COVERED	QUESTIONS
Section 1	Self-evaluation (<i>of knowledge, enthusiasm, capability for creating, participation by attendees, explain difficult material and to relate according to knowledge-base of attendees</i>)	Question 1 to 5
Section 2	Self-evaluation of presenter's presentation skills	Question 6 to 10
Section 3	Evaluation of the learning process	Question 11 to 17
Section 4	Evaluation of the context in which the programme was presented	Question 18 to 21
Section 5	Evaluation of the relevance of the programme	Question 22 to 27
Section 6	General (<i>Length of the programme, tempo of presentation, balance between presentation and group participation, language which was used the most during the presentation, subjects that need to be added or deleted, aspects that need more attention, elements of the programme that were the most/least of value and explanatory notes</i>).	Question 28 to 36

4.6 FORMULAS AND PROCEDURES USED IN DATA ANALYSIS

The data that was collected was analysed in conjunction with the Statistical Consultation Services of North West Province: Potchefstroom Campus and with the aid of the SASS computer package (SAS Institute Inc., 1999). It included each scales' reliability and the effect sizes that was produced. The formulas and procedures that were used for this purpose will be discussed briefly.

4.6.1 The Calculation of Reliability

In order to determine the reliability of the measuring instruments, the Cronbach alpha coefficient ('Cronbach alpha' or simply " α ") of every scale and subscale was calculated (Gravetter & Forzano, 2003:455). A score of 0.50 or higher was viewed as an acceptable reliability coefficient (cf. Jackson, 2003:87-91). Two of the subscales did not comply with this requirement.

4.6.2 Determining Validity

The validity of the individual questions was initially determined by the pilot studies and peer-group evaluations. This procedure was necessary to increase the face, content and criteria validity of the questions (cf. Creswell, 2003:157-8; Elmes *et al.*, 2003:55-59; Jackson, 2003:44-45). The main study and its results, however, should be viewed as the most important step in this process.

4.6.3 The Calculation of Change/Effect

In order to calculate the extent to which the programme brought about *practical significant change* in the recipients, Cohen's formula for the calculation of effect size was used. This type of effect size is also known as Cohen's d-value (Cohen, 1988:20-7; Steyn, 2000:1-3). The reason for this choice entailed the following:

- Only availability and not 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 to generalise the results to the target population by means of inferential statistics.
- In order to determine if the programme did in fact change the knowledge, attitudes and behaviour of SAPS personnel in practice, the standardized difference was used as an effect size (cf. Gravetter & Forzano, 2003:454). This entailed dividing the difference between two averages (or averages of a given mean) by the standard deviation. According to Steyn (2000:3), this is a natural criterion for drawing conclusions regarding significance.

A four-step procedure was followed in calculating the size of the effect that the programme had on the respondents. The first step required 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 if there were any practical significant differences *between* the pre-test and post-test scores of the experimental and comparison groups. In order to do so, it was first necessary to determine if the experimental groups (group 'e') and comparison groups (group 'c') were comparable *before the start* of the intervention programme. This was done by calculating and comparing the d-values per scale of the two groups' pre-test measurements. The difference had to be smaller than 0.5. In the case of a bigger difference, a co-variance analysis was required. In the research, all the scales passed this test. This can be viewed as an indication that

the members of two groups were selected in such a way that they compared favourably with each other from the outset.

In order 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:

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

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 (Cohen, 1988:20-7; Steyn, 2000:1-3)

The following guidelines can be used to judge the implications of d-values:

- If $d = 0.2$ it would indicate a *small effect*, implying that the research should be repeated in order to confirm if there was an effect.
- If $d = 0.5$ it would indicate a *medium effect*, implying that the result can be viewed as significant, but also that better planned research could produce even more significant results.
- If $d = 0.8$ it would indicate a *large effect* that 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 (Spatz, 2001:74-5; Steyn, 1999:3).

The last step was to perform an effect size-analysis of 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 formula that was used to determine the effect size within the group was used for this purpose.

Besides effect sizes (d-values), descriptive statistics such as totals, percentages and averages were also used in certain scales and questions.

4.7 PROBLEMS ENCOUNTERED IN THE RESEARCH

Having to undertake simultaneous research in all 10 SAPS provinces and mobilise 4 157 respondents, 146 social workers and 9 researchers produced serious logistical problems. It resulted in a relatively high percentage of spoiled questionnaires (8.18%) and a reasonably poor response rate in terms of the presenters' evaluation questionnaires. The 1 039 spoiled questionnaires, out of a total of 11 658, was mainly caused by the faulty completion of the secret codes by the respondents. This made the matching of pre and post-test questionnaires impossible and resulted in a low number of usable questionnaires from some provinces. In view of the fact that the entire research produced 10 619 usable questionnaires with 322 166 individual items, this was not expected to have a significant influence on the outcome of the research.

The use of higher order statistical analysis for questionnaires that were not yet fully standardised also caused some difficulties. In some instances, the scales' Cronbach alpha's (CA) and/or d-values were somewhat low. This type of deficiencies were anticipated and countered with the help of triangulation.

During the research period and owing to existing practices, the programme had to be presented to the entire spectrum of SAPS personnel, i.e. from the lower hierarchical position of cleaner to the higher position of director. Indications are that respondents in the experimental groups derived different benefits from the programme due to their educational level and that this could have contributed to lower effect sizes for some scales.

In spite of the shortcomings, the data analysis still showed that the Assertiveness Programme did have a significant effect on the respondents.

5. THE RELIABILITY OF THE MEASURING INSTRUMENTS

The original questionnaire consisted of three knowledge subscales, one attitude scale and two behaviour subscales (a total of 27 questions). Two of these, viz. Subscale 1.3 and Scale 2 (attitudes) did not have an acceptable Cronbach alpha coefficient and could not be used. Table 8 provides a summary of the results.

TABLE 8: THE CRONBACH ALPHA COEFFICIENT (α) FOR THE SCALES THAT WERE USED

SCALES AND FOCUS		α
Scale 1:	Subscale 1.1: Knowledge re the typical behaviour of assertive persons	0.58 [†]
	Subscale 1.2 Knowledge re the characteristics of assertive persons	0.70 [†]
	Subscale 1.3 Knowledge of the state of assertiveness	<0.5
Scale 2:	Attitudes	<0.5
Scale 3:	Subscale 3.1 Strategies followed in assertive behaviour	0.60 [†]
	Subscale 3.2: Nature of respondents' assertive behaviour	0.62*
Scale 4:	The <i>value</i> of the programme	0.51 [†]
Scale 5:	The <i>relevance</i> of the programme	0.54 [†]
Scale 6:	Subscale 6.1: Evaluation of the presenter	0.57 [†]
	Subscale 6.2: Evaluation of the presenter's presentation skills	0.62*
	Subscale 6.3: Evaluation of the learning process	0.56 [†]
	Subscale 6.4: Evaluation of the presentation context	0.56 [†]

**Reliable measuring instruments*

6. THE EFFECT OF THE PROGRAMME

In the research it was accepted that all personnel would have gained a certain level of knowledge, developed particular attitudes and adopted specific behaviour patterns in the course of their lives (Nelson-Jones, 1991:25). These levels would be established by means of the pre-tests. The experimental group would then be subjected to the programme and their new levels of

knowledge, attitudes and behaviour measured with the post-test questionnaire. The comparison group would, at the same time, be subjected to a pre and post-test process. By comparing the two sets of results, it would then be possible to determine the net effect of the intervention (the programme) on the experimental group's knowledge, attitudes and behaviour. The results of this process will be looked at next.

6.1 THE EFFECT OF THE PROGRAMME ON THE RESPONDENTS' KNOWLEDGE

The three subscales that were used to measure the effect of the programme on the respondents' knowledge was based on the premise that the cognitive dimension of human functioning entails the mental processes of thinking, reasoning, expertise, insight, understanding, memory, observation and reflection (cf. Ebersohn & Eloff, 2003:21; Plug *et al.*, 1997:181,383; Thompson, 2002:xvi-xvii). The subscales, however, mainly focused on the respondents' ability to remember factual information.

The questions in Subscale 1.1 focused on the respondents' knowledge of the different behavioural characteristics of an assertive person. The different scores of the experimental and comparison groups, as well as the eventual effect size, are summarized in Table 9.

TABLE 9: EFFECT SIZE OF SUBSCALE 1.1: KNOWLEDGE OF THE TYPICAL BEHAVIOUR OF ASSERTIVE PEOPLE

EXPERIMENTAL GROUP (e)		COMPARISON GROUP (c)		σ	EFFECT SIZE (d-value)
n	μ_1	n	μ_2		
167	0.17	49	-0.17	.34	0.51*

* Medium effect

The d-value for Subscale 1.1 indicates that the programme brought about a medium increase in the respondents' overall knowledge of the typical behaviour of assertive persons. They would now, for example, better know that an assertive person will not force his/her will on others and that such a person would express his/her wishes openly (see Addendum 3).

Subscale 1.2 focussed on the respondents' level of knowledge of the characteristics of an assertive person. It included questions such as that: "An assertive person is someone that thinks that only his/her *opinions* are well-founded" and "Assertive people tend to be *tactless*" (see Addendum 3). The different scores that were obtained in this measurement are summarized in Table 10.

TABLE 10: EFFECT SIZE OF SUBSCALE 1.2: KNOWLEDGE OF THE CHARACTERISTICS OF AN ASSERTIVE PERSON

EXPERIMENTAL GROUP (e)		COMPARISON GROUP (c)		σ	EFFECT SIZE (d-value)
n	μ_1	n	μ_2		
167	0.23	49	-0.23	0.42	0.55*

* Medium effect

The d-value of 0.55 for Scale 1.2 reflects a medium net increase in the experimental group's knowledge of the specified characteristics. The data, on which this result, as well as that of Subscales 1.1 and 1.3 were based, were further analysed. It transpired that some of the respondents' knowledge of the subject matter was well developed before the start of the programme, while for others it represented absolutely new facts. This phenomenon would explain the somewhat unexpectedly low effect sizes and the difficulties with the three scales' CA. It does, however, indicate that the programme increased some of the respondents' knowledge levels quite considerably.

6.2 THE EFFECT OF THE PROGRAMME ON THE RESPONDENTS' ATTITUDES

In the study, an attitude was viewed as a relatively stable, chiefly learned or acquired mental predisposition of an individual towards certain objects. It includes to judge, evaluate and react to themselves, to other persons or to situations in a characteristic manner (Barker, 1995:290; Plug *et al.* 1991:146). Due to the low α , only the effect sizes of three of the questions used in Scale 2 are summarised in Table 11.

TABLE 11: EFFECT SIZE OF INDIVIDUAL QUESTIONS OF SCALE 2: LEVEL OF BELIEF IN OWN OPINION

QUESTIONS	EXPERIMENTAL GROUP (e)		COMPARISON GROUP (c)		σ^5	EFFECT SIZE (d-value)
	n	μ_1^6	n	μ_2^7		
10. How often do you tend to rely on your own opinion?	153	0.0492	49	-0.449	0.8675	0.57*
15. How often do you have confidence in your own opinion?	153	0.1373	49	-0.5	1.1242	0.57*
17. How often do you have confidence in your colleague's opinion?	167	0.1018	49	-0.245	0.5557	0.62*

*Medium effect.

Only the three questions in the scale that dealt with the respondents' self-belief produced a medium effect. This has two main implications. The first is that the programme had improved at least some respondents' self-belief. It could be expected that this would translate into a more positive attitude towards assertive behaviour. The second implication is that the particular scale was seriously flawed. This finding will be further substantiated when these results are triangulated with that of especially Scales 4 and 5 (see headings 7 and 8).

6.3 THE EFFECT OF THE PROGRAMME ON THE RESPONDENTS' BEHAVIOUR

The main aim of the programme was to change SAPS personnel's behaviour. In order to ascertain the extent to which it succeeded in this goal, two subscales were developed. They dealt

⁵ σ = maximum standard deviation of difference scores

⁶ μ_1 = average difference score for the experimental group.

⁷ μ_2 = average difference score for the comparison group.

with changes in the respondents' assertiveness strategies (Subscale 3.1) and the nature of their current and intended assertiveness behaviour (Subscale 3.2). The results that were achieved are summarized in Table 12 and 13.

TABLE 12: EFFECT SIZE OF SUBSCALE 3.1: STRATEGIES FOLLOWED IN ASSERTIVE BEHAVIOUR

EXPERIMENTAL GROUP (e)		COMPARISON GROUP (c)		σ	EFFECT SIZE (d-value)
n	μ_1	n	μ_2		
157	0.384	49	0.384	0.78	0.5 [†]

[†]Medium effect.

From Table 12 it is evident that the programme brought about a medium change in the respondents' overall activeness related strategies. Basically the same magnitude of impact was measured as far as their assertiveness related behaviour was concerned (see Table 13).

TABLE 13: EFFECT SIZE OF SUBSCALE 3.2: NATURE OF RESPONDENT'S ASSERTIVE BEHAVIOUR

EXPERIMENTAL GROUP (e)		COMPARISON GROUP (c)		σ	EFFECT SIZE (d-value)
n	μ_1	n	μ_2		
157	0.408	49	0.408	0.724	0.6 [†]

[†]Medium effect.

An analysis of the data on which the contents of Tables 12 and 13 is based, showed that the programme had a differentiated effect on respondents. A substantial number of respondents already exhibited appropriate assertive behaviour before the start of the intervention and was, therefore, not strongly affected by the programme. Others, however, intended to change their strategies and behaviour quite significantly afterwards. These differences would explain the lower than expected effect sizes for the two scales.

If the results of all the KAB scales and subscales are combined, it would appear as if one of the premises on which the programme is based might be faulty. It is that all the organisation's personnel needs some form of assertiveness training. This is clearly not the case. What could only be expected is that the Assertiveness Programme would change those individuals who do not yet exhibit the appropriate attitudes and behaviour patterns.

7. THE VALUE OF THE PROGRAMME

The post-test questionnaires that were administered to the experimental groups contained six additional, Likert-type questions. These questions were specifically designed to determine the value that the programme held for the respondents. They rated the programme as a whole and its five constituent parts according to a four-point scale which ranged from: "It had no or little value" to: "It had a lot of value." The data that was generated is contained in Table 14.

TABLE 14: EFFECT SIZE AND DISTRIBUTION OF SCALE 4: THE VALUE OF THE PROGRAMME

QUESTIONS	n	CHOICES AND RESPONSES				μ_{diff}	σ_{diff}	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>			
28. What was the overall value of the programme/ course?	157	0	1 (0.64%)	49 (31.21%)	107 (68.15%)	3.675	0.483	2.4 ^{††}
29. What value did the following component have for you: <i>The reasons for assertiveness?</i>	156	0	4 (2.56%)	53 (33.96%)	99 (63.46%)	3.608	0.539	2.1 ^{††}
30. What value did the following component have for you: <i>Feelings surrounding assertiveness?</i>	155	0	6 (3.87%)	63 (40.64%)	86 (55.48%)	3.516	0.573	1.8 ^{††}
31. What value did the following component have for you: <i>Your behaviour as a result of assertiveness?</i>	154	2 (33.33%)	4 (2.60%)	59 (38.31%)	89 (57.80%)	3.525	0.617	1.7 ^{††}
32. What value did the following component have for you: <i>Five main strategies for assertiveness?</i>	154	0	5 (3.25%)	65 (42.21%)	84 (54.55%)	3.512	0.562	1.8 ^{††}
33. What value did the following component have for you: <i>Guidelines for assertiveness?</i>	154	0	5 (3.25%)	55 (35.71%)	94 (61.03%)	3.577	0.557	1.9 ^{††}
<i>Average</i>	155	0.33 (0.21%)	5 (3.23%)	57.33 (36.99%)	93.17 (60.11%)	3.569	0.555	1.95 ^{††}

^{††}Practical significant

The data reflected in Table 14 indicates a high average evaluation of the value of programme as a whole (d= 1.95). This finding is further substantiated by the fact that 99.36% of the respondents were of the opinion that it had an above average value (see Question 28).

Some of the other conclusions drawn from the data are the following:

- Question 29 dealt with the reasons for assertiveness and, therefore, especially the knowledge dimension of the field. It had the second highest effect size of d=2.1, which somewhat contradicts the medium effect that was measured with Subscales 1.1 and 1.2 (See Table 9 &

10). In addition, 63.46% of the respondents were of the opinion that the particular component was of significant value.

- Question 30 dealt with feelings surrounding assertiveness and, therefore, focused more on the attitudinal facet of the intervention. It also produced a high effect size ($d=1.8$) and 55.5% of the respondents gave it a very high value rating
- Questions 31, 32 and 33 all dealt with behaviour issues. Although they all produced high effect sizes, there was a tendency for some respondents to place these issues in the “It had above average value” category.
- In total, only an average of 3.44% of the respondents gave the programme a below average rating.

If the responses to the value scale are taken as a whole, two trends emerge. The first is that the Assertiveness Programme was generally viewed as a valuable input on the part of Police Social Work Services. The data, secondly, substantiates the finding that the intervention had a somewhat differentiated effect and that an average of 60.11% of the respondents gained more value from it than the others (see Table 14). This could imply that at least 40% of the respondents already functioned fairly well in this area before the start of the intervention. PSWS has to re-evaluate the contents of the programme to address this issue.

8. THE RELEVANCE OF THE PROGRAMME

The experimental groups' experience of the relevance of the programme was the third aspect measured during the research. The reason for its inclusion was the fact that any given programme could have a major effect on its recipients and be viewed as valuable, but if it was compared to other capacity-building and general training programmes, would not be viewed as a priority. It was, therefore, necessary to ascertain whether or not the Assertiveness Programme was relevant to the professional and personal lives of SAPS personnel. This measurement also formed part of the triangulation process.

The **relevance scale** (Scale 5) formed part of the presentation evaluation questionnaire and was made up of six questions. These dealt with issues such as the extent to which the programme stimulated the respondents' creative thinking and the degree to which they could apply their newly-acquired knowledge and insights to their jobs. The data was subjected to the same type of statistical analysis that was used for the measurement of effect size within groups (see 4.6.3).

In order to put the results of Scale 5 into perspective, the equivalent results from the EPCaP study will also be provided in Table 15. The purpose of this comparison is not to illustrate which personnel capacity-building programme is most or least relevant, but to provide additional criteria against which different dimensions of relevance can be measured.

TABLE 15: EFFECT SIZE OF SCALE 5: THE RELEVANCE OF THE PROGRAMME

ASSERTIVENESS PROGRAMME						CAPACITY-BUILDING PROGRAMMES AS A WHOLE		
Scales/ questions	n	μ	σ	Effect size (d)	α	n	Effect size (d)	α
Scale 5	194	3.500	0.469	2.13 ⁺⁺	0.93	2326	2.19 ⁺⁺	0.88 [■]
22. The course/programme stimulated my creative thinking.	191	3.424	0.565	1.64 ⁺⁺		2298	1.57 ⁺⁺	
23. I will be able to apply the new knowledge and insights that I have gained in my job.	193	3.466	0.540	1.79 ⁺⁺		2310	1.65 ⁺⁺	
24. I feel that the course/ programme will help me do my job better.	194	3.469	0.568	1.71 ⁺⁺		2303	1.55 ⁺⁺	
25. I will be able to apply the new knowledge and insights that I have gained in my daily life.	194	3.474	0.550	1.77 ⁺⁺		2311	1.76 ⁺⁺	
26. I feel that the course/ programme will help me to live my life in a better way.	194	3.515	0.541	1.88 ⁺⁺		2313	1.77 ⁺⁺	
27. All SAPS personnel should receive this course/programme.	192	3.667	0.545	2.14 ⁺⁺		2308	2.28 ⁺⁺	

■ Reliable scales according to CA (Cronbach alpha coefficient) ** Practical significant

With an effect size of $d=2.13$, it is clear that the recipients viewed the Assertiveness Programme as very relevant to their personal and professional lives. This interpretation is substantiated by the high d-value of 2.14 produced by question 27 (see Table 15). Some of the other conclusions that could be drawn from the data are the following:

- The scores for individual questions were generally on a par with that of the capacity-building programmes as a whole. This indicates that this programme's relevance cannot be attributed to only one factor, but to the combined effect of all its components.
- There are virtually no difference between the scores for the two questions that relate to the effect of the programme on a person's job performance (questions 23 & 24) and the two that focus on their personal life (questions 25 & 26). This implies that the programme should be seen as both a job enrichment instrument and a personal empowerment tool.
- Questions 23 to 26 had a strong behavioural focus. In terms of triangulation, their high effect sizes further vindicates the conclusions reached regarding flaws in Scales 3. It is, therefore, clear that the programme did have a practical significant effect on the respondents intended behaviour.

9. THE INFLUENCE OF THE QUALITY OF THE PROGRAMME PRESENTATION

Apart from the measurement of the direct effect of the programme, it was also necessary to determine the quality of its presentation. In this regard, it was assumed that poor presentations would adversely influence the potential effect of the intervention. The fact that the programme was presented under varying conditions in all 10 SAPS provinces by various social workers made such poor quality a distinct possibility.

A specific quality evaluation scale was developed and included in the presentation evaluation questionnaire. It consisted of four subscales. Subscales 6.1 and 6.2 were used to assess the presenters and focused on their expertise and presentation skills. According to Rooth (2000:89), these skills are essential for an effective programme presentation. Subscale 6.3 dealt with the quality of the learning process and Subscale 6.4 with the context in which the presentation took place. The questionnaire also included some general questions. In it, respondents evaluated 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 16. For the sake of interpretation, it is presented together with the data of the capacity-building programmes collectively.

TABLE 16: EFFECT SIZE OF SCALE 6: THE QUALITY OF PROGRAMME PRESENTATION

ASSERTIVENESS PROGRAMME						CAPACITY-BUILDING PROGRAMMES AS A WHOLE		
Subscale/ questions	n	μ	σ	Effect size (d)	α	n	Effect size (d)	α
<i>Subscale 6.1: Evaluation of the presenter</i>	196	3.441	0.472	1.99 ⁺⁺	0.87■	2354	2.06 ⁺⁺	0.85■
1. The presenter was knowledgeable about the subject that he/she taught.	193	3.481	0.596	1.65 ⁺⁺		2334	1.84 ⁺⁺	
2. The presenter could link the material to the participants' level of knowledge.	193	3.399	0.551	1.63 ⁺⁺		2337	1.57 ⁺⁺	
3. The presenter was able to explain difficult and abstract concepts.	193	3.446	0.529	1.79 ⁺⁺		2339	1.53 ⁺⁺	
4. The presenter succeeded in keeping me interested in the subject.	196	3.490	0.541	1.83 ⁺⁺		2337	1.71 ⁺⁺	
5. The presenter was enthusiastic about the subject he/she taught.	195	3.441	0.538	1.75 ⁺⁺		2308	1.62 ⁺⁺	

Subscale 6.2: Evaluation of presenter's presentation skills	196	3.676	0.472	2.49 ⁺⁺	0.91■	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).	196	3.485	0.612	1.61 ⁺⁺		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).	193	3.446	0.558	1.70 ⁺⁺		2340	1.60 ⁺⁺	
8. The presenter encouraged participant involvement (e.g. by asking questions and or promoting discussions).	195	3.518	0.577	1.76 ⁺⁺		2340	1.96 ⁺⁺	
9. The presenter prepared himself/herself thoroughly for the presentation.	194	3.495	0.613	1.62 ⁺⁺		2330	1.74 ⁺⁺	
10. What is your overall rating of the presenter's presentation skills?	187	4.503	0.634	3.16 ⁺⁺		2324	2.77 ⁺⁺	
Subscale 6.3: Evaluation of the learning process	195	3.442	0.537	1.75 ⁺⁺	0.94■	2353	2.06 ⁺⁺	0.91■
11. In the beginning, the presenter gave a clear overview of what we could expect during the course/programme.	195	3.369	0.607	1.43 ⁺⁺		2351	1.48 ⁺⁺	
12. The presenter made sure that participants understood a subject before continuing on to the next subject.	194	3.433	0.601	1.55 ⁺⁺		2350	1.75 ⁺⁺	
13. At the end, the presenter gave a summary of the material that was covered.	195	3.343	0.634	1.33 ⁺⁺		2332	1.54 ⁺⁺	
14. The presenter was able to communicate on my level.	195	3.508	0.569	1.77 ⁺⁺		2335	1.76 ⁺⁺	
15. It was easy to understand the material that was presented.	194	3.474	0.604	1.61 ⁺⁺		2342	1.72 ⁺⁺	
16. The material that was covered will be useful.	192	3.495	0.614	1.62 ⁺⁺		2334	1.68 ⁺⁺	
17. The course stimulated my interest in the subject.	194	3.495	0.662	1.50 ⁺⁺		2349	1.69 ⁺⁺	
Subscale 6.4: Evaluation of the presentation context	194	4.197	0.672	2.53 ⁺⁺	0.87■	2326	2.49 ⁺⁺	0.81■
18. How would you rate the venue?	191	4.010	0.962	1.05 ⁺⁺		2308	1.36 ⁺⁺	
19. How would you rate the quality of the learning material that was presented?	194	4.216	0.744	1.63 ⁺⁺		2317	2.41 ⁺⁺	
20. How would you rate the quality of the teaching media (e.g. transparencies and or handouts)?	194	4.252	0.757	1.65 ⁺⁺		2316	2.36 ⁺⁺	
21. How well was the course/ programme organised?	193	4.302	0.702	1.85 ⁺⁺		2311	2.34 ⁺⁺	

■ Reliable scales according to Cronbach alpha coefficient. ** Practical significant

The implications of the subscales will be discussed individually.

9.1 THE INFLUENCE OF THE QUALITY OF THE PRESENTER

The overall rating of the presenter's level of expertise was a very high $d=1.99$ (see Table 16). They knew the nature of assertiveness and able to explain abstract concepts and keep the respondents interested and enthusiastic about the subject.

9.2 THE INFLUENCE OF THE PRESENTER'S PRESENTATION SKILLS

The effect size of $d=2.49$ for subscale 6.2 is noticeably higher than that of the combined programmes. This effect size is also confirmed by the response to question 10 that dealt with the overall rating of the presenter's presentation skills.

As far as individual questions are concerned, only Question 8 differed by more than 0.2 from the norm. This would indicate that the presentations tended to be more didactic in nature and that not enough attempts were made to enhance experiential learning. This facet of the presentations could and should be improved.

9.3 THE INFLUENCE OF THE LEARNING PROCESS

Although the overall effect size of subscale 6.3 is high, it is still lower than that of the programmes as a whole ($d=1.75$ vs. $d=2.06$). This could be attributed to the fact that presenters did not always make sure that participants understood a subject before continuing on to the next one (Question 12: $d=1.55$) and that they did not always give a summary of the material that was covered (Question 13: $d=1.33$). These are issues that should be rectified during the training of presenters.

9.4 THE INFLUENCE OF THE PRESENTATION CONTEXT

The evaluation of the presentation context produced a very positive effect size of $d=2.53$. However, the low rating of the quality of the learning material, teaching media and the way in which the course was organised is cause for concern. Additional audiovisual aids to reinforce the spoken would be very important to develop the thinking skills that are required by the somewhat abstract nature of assertiveness (cf. Nelson-Jones, 1991:163). This issue should be addressed in the further development of the programme.

9.5 OTHER INFLUENCES

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

The respondents rated the length of the programme by completing a five-point scale. The results of the rating are reflected in Table 17.

TABLE 17: THE LENGTH OF THE PROGRAMME'S PRESENTATION

QUESTION 28	HOW WILL YOU RATE THE LENGTH OF THE COURSE/PROGRAMME?					AVERAGE OF CONFLICT MANAGEMENT PROGRAMME	AVERAGE OF CAPACITY-BUILDING PROGRAMMES
<i>Response</i> (n = 105)	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	4	3	75	18	5	3.16	3.15
Percentage	3.81%	2.86%	71.43%	17.14%	4.76%		

The length of the presentation did not seem to affect the programme as a whole. The average measurement of 3.16 is in line with the average (3.15) of the combined programmes and falls in the category of "just right." This was affirmed by the fact that 71.43% of the respondents placed it in this category.

The respondents were also requested to complete Question 29. It gave them the opportunity to judge the pace at which the programme was presented. Also in this case no marked deviations from the norm could be identified (see Table 18).

TABLE 18: THE PACE OF THE PRESENTATION

QUESTION 29	HOW WILL YOU RATE THE PACE OF THE PRESENTATION?					AVERAGE OF CONFLICT MANAGEMENT PROGRAMME	AVERAGE OF CAPACITY-BUILDING PROGRAMMES
<i>Response</i> (n = 197)	1. The pace was much too slow	2. The pace was a little slow	3. The pace was just right	4. The pace a little too fast	5. The pace was much too fast		
Frequency	1	3	85	9	6	3.15	3.07
Percentage	0.96%	2.88%	81.73%	8.65%	5.77%		

Respondents were also required to complete a four-point scale on the balance between the presentation of information and group participation. The results are contained in Table 19.

TABLE 19: THE BALANCE BETWEEN THE PRESENTATION OF INFORMATION AND GROUP PARTICIPATION

QUESTION 30	HOW WILL YOU RATE THE BALANCE BETWEEN THE TIME SPENT ON THE PRESENTATION AND TIME SPENT ON GROUP INVOLVEMENT?				AVERAGE OF CONFLICT MANAGEMENT PROGRAMME	AVERAGE OF CAPACITY-BUILDING PROGRAMMES
<i>Response</i> (n = 104)	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	6	89	8	1	2.04	2.08
Percentage	5.77%	85.58%	7.69%	0.96%		

From Table 19 it is evident that the respondents were satisfied that a good balance had been maintained. The average of 2.04 is also in line with the average of 2.08 of the other programmes and indicates that this aspect had a positive influence on reaching the outcomes of the programme.

The final issue that was covered in this questionnaire was the language in which the presentations were conducted. In accordance with the organisation's Education, Training and Development Policy (SAPS, 2003), all programmes must be presented in English. The extent to which the presenters adhered to this requirement is set out in Table 20.

TABLE 20: THE LANGUAGE THAT WAS USED DURING THE PRESENTATION

QUESTION 31	WHICH LANGUAGE WAS USED THE MOST IN THE PRESENTATION OF THE COURSE/PROGRAMME?					
<i>Response</i> (n = 105)	<i>Afrikaans</i>	<i>English</i>	<i>Sotbo</i>	<i>Tswana</i>	<i>Zulu</i>	<i>Others</i>
Frequency	2	92	1	5	4	1
Percentage	1.90%	87.62%	0.95%	4.76%	3.80%	0.95%

The main language in which the presentations were conducted was English (87.62%). The percentage for other languages was 12.36%, which is cause for concern because it means that at least 13 respondents could not enjoy the complete potential value of the programme. It should also be borne in mind that if any other languages are used, the length/duration of the programme will be affected negatively and all the audiovisual aids that are used will be irrelevant. This is a matter of concern and should receive attention.

10. THE PRESENTERS' 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.

Of the 17 social workers that presented the programme, 13 completed the questionnaires. 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 21.

TABLE 21: THE PRESENTERS' VIEW OF THE RELEVANCE OF THE PROGRAMME

QUESTIONS	PRESENTERS (n = 13)					RESPONDENTS: (n = 2326)
	CHOICES AND RESPONSES				ASSERTIVENESS PROGRAMME	
	<i>Strongly disagree (%)</i>	<i>Disagree (%)</i>	<i>Agree (%)</i>	<i>Strongly agree (%)</i>	<i>Average</i>	<i>Average</i>
22. The programme stimulated the participants' creative thinking.	-	1 7.69%	5 38.46%	7 53.84%	3.46	3.38
23. The participants will be able to apply the new knowledge and insights that they have gained in their jobs.	-	-	6 46.15%	7 53.84%	3.54	3.43
24. I feel that the programme will help the participants do their jobs better.	-	-	7 53.84%	6 46.15%	3.46	3.42
25. The participants will be able to apply the new knowledge and insights that they have gained in their daily lives.	-	-	8 30.76%	5 69.23%	3.69	3.46
26. I feel that the programme will help participants to live their lives in a better way.	-	-	8 61.53%	5 38.46%	3.38	3.5
27. All SAPS personnel should receive this programme.	-	1 7.69%	3 23.07%	9 69.23%	3.62	3.7

Some of the presenters indicated that the programme is relevant for the SAPS and that all personnel members should attend it. This finding correlates with the respondents' opinion (see Table 13) and with the finding that the programme can be applied to all races, both genders and across the entire spectrum of ranks/posts. The presenters supported the idea that personnel who attend the programme would be able to improve their productivity, take responsibility for their actions, show respect for them selves, be confident and lead better personal lives.

Table 22 contains the results of the presenters' assessments of their knowledge, ability to link material to the respondents' level of knowledge, skill in explaining difficult concepts, etc.

TABLE 22: THE PRESENTERS' SELF-ASSESSMENT

QUESTIONS	PRESENTERS (n = 13)					RESPONDENTS (n = 2354)
	CHOICES AND RESPONSES				ASSERTIVENESS PROGRAMME	
	<i>Strongly disagree (%)</i>	<i>Disagree (%)</i>	<i>Agree (%)</i>	<i>Strongly agree (%)</i>	<i>Average</i>	<i>Average</i>
1. I am knowledgeable about the subject that I taught.	-	-	6 46.15%	7 53.84%	3.54	3.55
2. I was able to link the material to the participants' level of knowledge.	-	-	5 38.46%	8 61.54%	3.62	3.43
3. I was able to explain difficult and abstract concepts.	-	-	6 46.15%	7 53.84%	3.54	3.45
4. I succeeded in keeping participants interested in the subject.	-	-	6 46.15%	7 53.84%	3.54	3.49
5. I was enthusiastic about the subject that I taught.	-	-	5 38.46%	8 61.54%	3.62	3.46

In general, the presenters were of the opinion that they were knowledgeable and able to link the material to the respondents' level of knowledge and keep them interested in assertiveness. Their rating in respect of explaining difficult and abstract concepts and enthusiasm is similar to that of the respondents' evaluation.

The results of the presenters' evaluation of their own presentation skills are contained in Table 23.

TABLE 23: THE PRESENTERS' EVALUATION OF THEIR OWN PRESENTATION SKILLS

QUESTIONS	PRESENTERS (n =13)					RESPONDENTS (n = 2354)
	CHOICES AND RESPONSES				ASSERTIVENESS PROGRAMME	
	<i>Strongly disagree (%)</i>	<i>Disagree (%)</i>	<i>Agree (%)</i>	<i>Strongly agree (%)</i>		
6. Participants could clearly hear what I was saying	-	-	8 61.54%	5 38.46%	3.38	3.52
7. I am skilful in the use of the teaching media.	-	-	7 53.84%	6 46.15%	3.46	3.45
8. I encouraged participant involvement.	-	1 7.69%	3 23.08%	9 69.23%	3.62	3.58
9. I prepared myself thoroughly for the presentation.	-	-	5 38.46%	8 61.54%	3.62	3.54
QUESTION 10	<i>Poor (%)</i>	<i>Fair (%)</i>	<i>Average (%)</i>	<i>Good (%)</i>	<i>Very good (%)</i>	<i>Average</i>
10. What is your overall rating of your presentation skills?	-	-	1 7.69%	9 69.23%	3 23.07%	4.15

The presenters gave themselves high scores on skilfulness when it came to the teaching media, preparation and overall presentation skills. These assessments are a little lower than those made by the recipients of the programme. Presenters are realistic regarding their own performance and skills and 10 out of 13 gave themselves an “average to good” rating.

Table 24 reflects the presenters’ evaluation of the learning process.

TABLE 24: THE PRESENTERS’ EVALUATION OF THE LEARNING PROCESS

QUESTIONS	PRESENTERS (n = 13)*					RESPONDENTS (n = 2353)
	CHOICES AND RESPONSES				ASSERTIVENESS PROGRAMME	
	<i>Strongly disagree (%)</i>	<i>Disagree (%)</i>	<i>Agree (%)</i>	<i>Strongly agree (%)</i>		
11. In the beginning, I gave a clear overview of what participants could expect during the programme.	-	-	7 53.85%	6 46.15%	3.46	3.38
12. I made sure that participants understood a subject before moving on to the next subject.	-	1 7.69%	7 53.85%	5 38.46%	3.31	3.48
13. On concluding I gave a summary of the material that was covered.	-	-	7 53.85%	6 46.15%	3.46	3.42
14. I was able to communicate on the participants' level.	1 7.69%	-	7 53.85%	5 38.46%	3.23	3.51
15. It was easy for participants to understand the material that was presented.	1 7.69%	-	8 61.54%	4 30.77%	3.15	3.48
16. The material that was covered will be useful.	-	-	5 41.67%	7 58.33%	3.58	3.49
17. The course stimulated participants' interest in the subject.	-	-	5 38.46%	8 61.54%	3.62	3.5

One of the presenters did not complete question 16.

The presenters’ evaluations of most facets of the learning process were in line with those of the respondents. They succeeded in setting an overall goal at the beginning and made sure that respondents understood the information before moving on to the next subject. There were, however, indications that they had trouble to communicate on the participants’ level (Question 14) and that it was not always easy for participants to understand the material that was presented (Question 15). This could be due to the somewhat abstract nature of some of the content that they had to communicate and a general tendency to underestimate the respondents’ comprehension abilities. Some of these deficiencies could be address through the more extensive use of experiential learning exercises.

The presenters' and the respondents' evaluation of the presentation context is covered in Table 25.

TABLE 25: THE PRESENTERS' EVALUATION OF THE PRESENTATION CONTEXT

QUESTIONS	PRESENTERS (n = 13)*						RESPONDENTS (n = 2326)
	CHOICES AND RESPONSES					ASSERTIVENESS PROGRAMME	
	<i>Very bad (%)</i>	<i>Bad (%)</i>	<i>Average (%)</i>	<i>Good (%)</i>	<i>Very good (%)</i>	<i>Average</i>	
18. How would you rate the venue?	-	1 7.69%	5 38.46%	6 46.15%	1 7.69%	3.54	3.92
19. How would you rate the quality of the learning material that you presented?	-	1 7.69%	5 38.46%	6 46.15%	1 7.69%	3.54	4.23
20. How would you rate the quality of the teaching media?	-	-	5 38.46%	8 61.54%	-	3.62	4.28
21. How well was the programme organised?	-	2 16.67%	4 33.33%	3 25.00%	3 25.00%	3.58	4.30

*One of the respondents did not complete question 21.

The presenters' evaluated all four contextual issues much lower than the respondents did. It would seem as though the quality of the learning material and teaching media are issues that concern the presenters and should receive further attention.

The questionnaire included a section in which the presenters could make recommendations regarding subjects that should be added to or deleted from the programme, subjects that should be covered in greater detail and the most and least helpful elements of the programme. They could also provide suggestions as to how the programme could be improved. A list of responses to these questions is set out below.

❖ **Question: "I want to clarify the following "**

- It was suggested that groups had to be divided in groups that speak the same language.
- The presenters felt that the programme had to entail more role-plays and less theory.
- They suggested a longer course and more effective audio-visual materials.
- Some of the respondents were not on time and it influences the other participants negatively.
- Some of the respondents do not participate and showed a lack of respect and discipline.
- Some venues lacked presentation equipment and were not suitable for group activities.
- Some presenters wanted training in advance facilitation skills.

- The participants complained about the time it took to complete the research questionnaires and recommended a shorter version.

From these responses it can be deduced that some of the programmes were presented in trying circumstances and this could have had a negative effect on their impact.

❖ **Questions pertaining to the topics that should be added, covered in greater depth and dropped from the programme**

It was suggested that a person's self-concept should receive attention and that more guidelines on the process of becoming assertive should be added. Decision-making and dealing with problematic colleagues should also receive more attention. It would appear as if some presenters were of the opinion that the subjects "Guidelines for assertiveness" and "The results of failing to assert yourself" should be dropped.

All the suggestions are valid and should be borne in mind in the further development and improvement of the programme.

❖ **Question: "The elements, which were most and least helpful in presenting the programme/course?"**

The following are some of the elements that the presenters found the least helpful:

- The guidelines for self-assertive behaviour
- The results of failing to assert yourself
- The language that had to be used (the language barrier caused considerable problems).

The two most helpful elements were:

- The definition of assertiveness
- The categories of assertiveness.

❖ **Question: "The improvements that could be made to the programme/course?"**

The presenters were also afforded the opportunity to make other recommendations about ways in which the programme and its presentation could be improved. They recommended:

- That the programme should be more practical
- That activities should be added to the programme to capture and hold the attention of police personnel
- That the examples in the programme should relate to police work
- That the content of the programme should be less factual
- That the time allotted to the programmes should be increased
- That more transparencies should be added to the visual aids.

From the written comments and suggestions it could be concluded that the Assertiveness Programme do need some 'fine tuning'. The issues that should receive attention will be covered in more depth in the guidelines for the improvement of the programme (see heading 12)

11. FINDINGS AND IMPLICATIONS

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

The comparison group pre-test and post-test research design was, under the circumstances, the most appropriate route to follow. It made it possible to mobilise a large number of respondents from throughout South Africa and scientifically test the effects of the programme without having to comply with all the requirements of a classic experimental design. It did, however, require that the experimental and comparison groups should be representative of the SAPS population as possible. In the research project, this requirement was met.

The most important finding was that the Assertiveness Programme did have significant effect on the knowledge, attitude and behaviour of SAPS personnel. The participants also gave it a high value and relevancy rating. Through the triangulation of the various results it became clear that the programme would have a positive influence on both the recipients' job performance and their personal lives and would make them more assertive and less aggressive or passive.

12. GUIDELINES FOR THE IMPROVEMENT OF THE PROGRAMME

In spite of its success, the content and presentation of the Assertiveness Programme was not without its shortcomings. The research results were, therefore, also used as a basis to formulate the guidelines for its further improvement. These will cover the training of the presenters, the programme itself and Police Social Work Services.

❖ Training of presenters

It was found 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.

❖ Programme content and presentation

The remarks and suggestions put forward by the presenters and the findings of this research must be considered during the revision of the programme. It is especially important that its activities, exercises, checklists and examples be more SAPS specific and that the programme should be made more practical. Some of the material that was generated for this research project could be utilised for this purpose.

The programme could also be improved in the following ways:

- Attempts should be made to integrate the various sub-programmes of the Life Skills Programme more effectively.
- The time allocated to the presentation of the Assertiveness Programme should be re-evaluated.
- The fact that 40% of the respondents already functioned fairly well on an assertiveness level (see Table 14), has to be addressed in the further development and presentation of the sub-programme. It could include the better and more appropriate selection of attendees. This could include the use of an ecometric scale as a selection instrument.
- In order to benefit all members, the programme should be translated into more than one of the official languages.
- The questionnaires that were developed for this study could be used on a continual basis to determine the effect of the programme and to evaluate the presentation standards.
- The teaching aids need to be upgraded and must be more visual and give the opportunity to participate more.
- Stricter guidelines for suitable venues should be lobbied with the Management of the SAPS. The presenters have to take responsibility for organising suitable venues.
- The Life Skills Programme and its Assertiveness (sub-) programme should be marketed more effectively in the organisation as a whole and especially to the senior management cadre who do not attend it in sufficient numbers.

❖ Police Social Work Services (PSWS)

Police Social Work Services should maintain management support and credibility at National, Provincial and Area level by providing regular feedback on the impact and the results of the programmes.

A closer working relationship between the Training Department, the Statistical Committee of PSWS, the management of stations, the social workers on ground level and the Management of PSWS on all levels, should be established. Regular meetings between these components can also

be an excellent means of marketing the programmes. PSWS has to be part of the budget meetings regarding the distribution of funds in order to motivate the funding of these programmes properly.

The Performance Enhancement Process (PEP) requires a development plan for each worker in the SAPS. Police Social Work Services at National Head Office has to negotiate for the incorporation of its programmes into this system. It would reward the personnel for participating in the programmes.

The reasons why some members do not attend the personnel capacity-building programmes should be fully investigated. The research results have shown that they are deprived of an important empowerment opportunity.

13. CONCLUDING REMARKS

The fact that the Assertiveness Programme had a significant impact on the knowledge, attitude and behaviour of the SAPS personnel, vindicates Police Social Work Services' decision to also focus on proactive interventions. The research project has shown that the personnel can be empowering to function more affectively in their work and personal lives. This would, in the final analysis, lead to a better client-centred service to all the communities of South Africa.

REFERENCES

- ACADEMIC SERVICES. 2000. *Teaching feedback questionnaires*. Potchefstroom: Potchefstroom University for CHE.
- AKADE, A. 2001. Risky business: South African youths and HIV/AIDS prevention. *Education Studies*, Vol. 27(3):237-256.
- ASK AFRICA. 1997. *South African Police Service: Social Work Services needs assessment: research report*. Pretoria: SAPS.
- BAILEY, K.D. 1994. *Methods of social research*. New York: The Free Press.
- BARKER, R.L. 1995. *The Social Work Dictionary*. 3rd ed. Washington, D.C.: National Association of Social Workers, NASW Press.
- BERGER, E.I., RATCHFORD, B.T. & HAINES, G.H. 1994. Subjective product knowledge as a moderator? Relationship between attitudes and purchase intentions for a durable product. *Journal for Econometric Psychology*. Vol 15 (No 2), June 1994, pp301-314.

- BRYMAN, A. 2003. *Triangulation*. [Web:] <http://www.referenceworld.com/sage/socialscience/triangulation.pdf>] [Date used: 2003.09.13]
- COHEN, J. 1988. *Statistical power analysis for the behavioural sciences* (2nd Edition). Hillside, NJ: Erlbaum.
- CRESWELL, J.W. 2003. *Research design: qualitative, quantitative and mixed methods approaches* (2nd Edition). Thousand Oaks: Sage Publications.
- DE VOS, A.S. & FOUCHE, C.B. 1998. Selection of a research design (In De Vos, A.S. (ed.) *Research at grass roots, primer for the caring professions*. Pretoria: Van Schaik Publishers).
- DONATI, S., HAMAN, R. & MEDDA, E. 2000. Family planning KAP survey in Gaza. *Social Science & Medicine*, Vol. 50 (No. 6), March 2000, pp. 841-849.
- EBERSOHN, L. & ELOFF, I. 2003. *Life Skills & Assets*. Pretoria: Van Schaik Publishers.
- ELKIND, P.D. 1993. Correspondence between knowledge, attitudes, and behaviour in farm health and safety practice. *Journal of Safety Research*, Vol. 24 (No. 3), Autumn, pp. 171-179.
- ELMES, D.G., KANTOWITZ, B.H. & ROEDIGER, H.L. 2003. *Research methods in psychology*. Belmont (CA): Thomson/Wadsworth.
- GIDDISH, L. 2002. Be assertive now. *True Love*. January, pp.108-110.
- GRAVETTER, F.J. & FORZANO, L.B. 2003. *Research methods for the behavioural sciences*. Belmont (CA): Thompson/ Wadsworth.
- HILTON, A. 2003. Should qualitative and quantitative studies be triangulated? *International Society of Nurses*. [Web:] [http:// www.isncc.org/lists/asp?Table=News&Page=traingle](http://www.isncc.org/lists/asp?Table=News&Page=traingle) [Date of use: 2003.09.15]
- JACKSON, S.L. 2003. *Research methods and statistics: a critical thinking approach*. Belmont (CA): Thompson/Wadsworth.
- KIRKPATRICK, D. 1998. *Evaluating training programs: the four levels*. San Francisco: Barrett-Koehler Publishers.
- MARK, R. 1996. *Research made simple: a handbook for social workers*. London: Sage Publications.
- McBURNEY, D.H. 1994. *Research Methods*. (Third edition) Racific Grove: Brooks/Cole Publishing Company
- McCANN, T.V. & SHARKEY, R.J. 1998. Educational intervention with international nurses and changes in knowledge, attitudes and willingness to provide care to patients with HIV.AIDS. *Journal of Advance Nursing*, Vol. 27 (No.), pp 267-273).

- McCORMACK, B & HILL, E. 1997. *Conducting a survey: The SPSS Workbook*. London. An International Thomson Publishing Company.
- MITCHELL, C.M. & KAUFMAN, C.E. 2002. Structure of Knowledge, Attitudes, and Behaviour among American Indian young adults. *AIDS Education and Prevention*, Vol. 14 pp. 401-408.
- NELSON-JONES, R. 1991. *Life Skills: A Handbook*. London: Cassell Educational Limited. p.1-324.
- PATTON, M.Q. 2002. *Qualitative research & evaluation methods*. London: Sage Publications.
- PLUG, C., LOUW, D.A.P., GOUWS, L.A. & MEYER, W. F. 1997. *Verklarende en Vertalende Sielkundigewoordeboek*. Sandton: Heinemann Voortgesette Onderwys [Edms] Bpk
- POLICE SOCIAL WORK SERVICES. 2001a. *Working committee: Lifeskills*. Pretoria: SAPS.
- PSWS *see* Police Social Work Services
- ROOTH, E. 2000. *An investigation of the enhanced relationship between participants in Life Skills courses and the environment*. Pretoria: Human Sciences Research Council. p.1-91.
- SA *see* SOUTH AFRICA [REPUBLIC]
- SAP *see* SOUTH AFRICAN POLICE
- SAPS *see* SOUTH AFRICAN POLICE SERVICE
- SARANTAKOS, S. 1998. *Social research*. South Yarra (Australia): MacMillian.
- SAS INSTITUTE INC. 1999. The SAS System for Windows Release 8.02 TS Level 02M0 Copyright © 1999-2001 by SAS Institute Inc., Cary, NC, USA.
- SPATZ, C. 2001. *Basic statistics: tales of distributions*. Belmont (CA): Wadsworth/ Thompson Learning.
- STEYN, H.S. 1999. *Praktiese beduidenheid: die gebruik van effekgroottes*. (Wetenskaplike Bydraes, Reeks Natuurwetenskappe nr. 117). Potchefstroom: Publikasiebeheerkomitee, PU vir CHO.
- STEYN, H.S. 2000. Practical significance of the difference means. *Journal of Industrial Psychology*, Vol. 26 (No 3) pp.1-3.
- STRYDOM, H. & DE VOS, A.S. 1998. Sampling and Sampling methods. (In De Vos, A.S. (ed) *Research at grass roots a primer for the caring professions*. Pretoria: Van Schaik Publishers).
- STUTTERHEIM, E & MORUANE, S. 2002. The Repositioning of Social Work in the South African Police Service. (Weyers, M.L. (ed.). *Repositioning Social work within a changing*

environment: a collection of papers presented at the 2002 National Conference of the Joint University Committee for Social Work. Potchefstroom: School for Psychosocial Behavioural Science, PU for CHE. pp. 168-78).

STUTTERHEIM, E. & WEYERS, M.L. 2002. *Strength focused Intervention: The new approach of the social work services of the South African Police Service [SAPS]*. Paper presented at the XXXIV. International Conference on Military Medicine [ICMM] held at Sun City, South Africa, from 15-20 September 2002.

THOMPSON, N. 2002. *People Skills* (2nd Edition). New York: Palgrave MacMillan.

WEINREICH, N.K. 1999. *Research in the Social Marketing Process*. [Web:] <http://www.social-marketing.com/process.html> (Date used: 2001.10.18).

WORKING PARTY ON DEVELOPMENT COOPERATION AND ENVIRONMENT. 1999 *Environment communication: applying communication tools towards sustainable development*. Paris: OECD Publications.

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

ZECHMEISTER, E.B. & POSAVAC, E.J. 2003. *Data Analysis and Interpretation in Behavioural Sciences*. Belmont (CA): Thompson/ Wadsworth.

Article 3

Blignaut, AM & Weyers, ML

THE EVALUATION OF THE ANGER MANAGEMENT PROGRAMME OF THE SAPS

Senior Superintendent A M Blignaut is a social worker attached to the South African Police Service and Prof ML Weyers is a lecturer in the Social Work Division of the School for Psychosocial Behavioural Sciences, North-West University: Potchefstroom

ABSTRACT

Background: The restructuring of the South African Police Service in 1996, as well as other factors, contributed to a decision by Police Social Work Services to broaden the scope of its services to include proactive, capacity-building interventions. This decision resulted in the development and application 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 (EPCaP) study was subsequently launched in 2001. The evaluation of the Anger Management Programme formed part of this research.

Aim: The primary aim of the research project was to determine the effect of the Anger Management Programme on the knowledge, attitude and behaviour of the SAPS personnel.

Method: The research employed a comparison group pre- and post-test design that was combined with triangulation. Six measurement scales and a presenter's evaluation questionnaire were developed and utilised. It involved 246 experimental group respondents, 49 comparison group members and 14 presenters.

Results: The data indicated that the Anger Management Programme generally had a medium to practical significant effect on the respondents' knowledge levels and anger related behaviour. It showed that the programme was a highly effective capacity-building instrument, but that steps could be taken to improve its teaching media and learning material.

1. INTRODUCTION

The elections in April 1994 and the promulgation of the South African Police Act, 1995 (Act no 68 of 1995) in 1996 gave rise to changes in the structuring and service delivery paradigm of the South African Police Service. Emphasis was placed on the empowerment of police personnel to deliver a more effective service in a changing organisation and society (cf. Stevens & Yach, 1995:6). This and other factors prompted Police Social Work Services (where applicable abbreviated with PSWS) to shift its focus from only reactive therapeutic service to that of a more pro-active nature (Stutterheim & Moruane, 2002:1-3). The latter took the form of the design and implementation of various personnel capacity-building programmes.

The choice of capacity-building programmes as an intervention mechanism could be attributed to three main factors. The first was the organisation's new policy that emphasised the importance of the empowerment of personnel to render an effective service. The second was the high prevalence of social problems among personnel and the fact that PSWS could no longer cost-effectively deal with the demand for services with the available social workers and predominant approach. The third factor was research findings that *inter alia* indicated that there was a dire need for proactive services (cf. Ask Africa, 1997:2).

PSWS developed and implemented various personnel capacity-building programmes between 1999 and 2001. In 2001, it was decided to undertake the Evaluation of Personnel Capacity-Building Programmes (EPCaP) study in order to measure the effect or impact of each of these programmes. The research project that dealt with the Anger Management Programme formed part of this study and its results will be the focus of this article.

In order to put the results into perspective, three issues will first have to be addressed. They are the background of the development of the programme, the nature of the programme and the research procedure that was followed to measure its effect on personnel.

2. BACKGROUND AND DEVELOPMENT OF THE PROGRAMME

Due to the restructuring in the SAPS and changes to certain of its policies, an external research consultant, Ask Africa, was requested to conduct extensive research into the nature of social work services in the organisation (Stutterheim & Moruane, 2002:172). The main aim was to determine the personnel's service delivery needs, as well as police social workers' perceptions of these needs. Ask Africa then had to draw a comparison between these two sets of expectations. The research was conducted in 1997 and the final report presented to the SAPS in 1998 (Ask Africa, 1997). The research results clearly showed a need for both reactive (therapeutic) and proactive (capacity building) social work services.

Various priority areas for service delivery were identified. These included: stress, substance dependency, financial problems and personnel conflict/cooperation (Ask Africa, 1997:28). The relevance of these areas was borne out by statistics kept by Police Social Work Services (cf. PSWS, 2001b). It was, therefore, decided at a PSWS national conference held in September 1999 that the priority areas should be addressed by the development and widespread implementation of personnel capacity-building programmes (PSWS, 1999:2). It had to include a general life skills programme.

For the development of the programmes, various project teams were established. Each team consisted of social workers representing every SAPS province. Their task was to evaluate best

practices and come up with standardised capacity-building programmes for the organisation. They produced six comprehensive programmes respectively titled “Managing Stress Effectively”, “Substance Dependency”, “Be Money Wise”, “HIV/AIDS Awareness”, “Colleague Sensitivity” and “Life Skills”. The latter covering subjects such as self-knowledge, conflict management, anger management, assertiveness, planning of goals and problem-solving. Each province piloted the programmes between October 2000 and September 2001 (cf. Stutterheim & Moruane, 2002:5) and a start was then made with their widespread implementation.

It was decided in 2001 to undertake a comprehensive research project to determine the impact of the programmes on all of the organisation’s personnel. It thus had to target staff that had been 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 latter mainly covers the employees that render a support service (logistics, finances, administration, human resource management, etc.) to the other members of the organisation.

The specific aim of evaluation of the Anger Management Programme was to determine its impact on the knowledge, attitudes and behaviour of personnel. Before the research design and procedure that were utilised is explained, a more in-depth look at the contents and presentation of the programme is required.

3. NATURE OF THE ANGER MANAGEMENT PROGRAMME

The need for some or other type of anger management intervention can generally be attributed to the fact that police work is often extremely stressful and that police officials tend to feel frustrated, powerless, tensed, agitated, guilty and provoked (Nelson-Jones, 1986:198). Anger is a common reaction to such frustration and mistreatment (Kleinke, 1991:99). It can, however, interfere with employees’ interpersonal relationships and keep them from having a well-balanced and healthy life-style.

The programme is based on the premise that anger is omnipresent in any workplace and that it can create negative reactions and behaviour. This includes: chronic absenteeism, late arrival, physical complaints, poor quality work, theft, withdrawal and becoming remote and inaccessible, pettiness, excessive suspicion and jealousy, rigidity, passivity, dependency, sexism or racism, distortion of the intentions of others, resistance to supervision and open or passive aggressiveness towards authority figures (Allcorn, 1994:112-113). An organisation’s success is directly linked to its ability to deal with anger and its consequences (Allcorn, 1994:11). It was, therefore, vital to teach police personnel appropriate anger and aggression management skills.

The programme was designed to be as broad-based and all-inclusive as possible. It covered four broad areas, viz.:

- the nature and value of anger and defining of anger (Part 1)
- the six components in human anger, the eight major functions of anger and understanding personal anger (Part 2)
- anger in relationships, anger at work and guidelines for managing anger constructively (Part 3) and
- tips on anger management. (Part 4).

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

TABLE 1: THE THEMES AND PRESENTATION OF THE ANGER MANAGEMENT PCBP

SUBJECT	METHODS
Part 1: What is anger? ■ Defining anger ■ The nature and value of anger	• <i>Orientation:</i> Presenter • <i>Group discussion:</i> The emotions, that are involved in anger and what makes and causes you to get angry? • <i>Individual activity:</i> Handout: Questionnaire on handling my anger and understand my anger statements • <i>Feedback and discussion</i> • <i>Presentation:</i> Definition and symptoms of anger • <i>Group discussion:</i> Important aspects of anger • The six components of human anger • <i>Feedback and discussion:</i> Presenter
Part 2: Six components in human anger	• <i>Presentation:</i> Presenter • <i>Individual activity:</i> Handout: Understanding my anger statements and important aspects of anger • <i>Group discussion:</i> Evaluation of the functions of anger • <i>Feedback and discussion:</i> Presenter
Part 3: Eight major functions of anger	• <i>Presentation:</i> Presenter • <i>Group activities:</i> The group discuss how anger can be managed more constructively and the functions of anger in the working environment • <i>Group discussion:</i> Understanding my anger, anger in relationships, anger at work • <i>Feedback:</i> Group discussion
Part 4: Eight guidelines on how to manage anger constructively	• <i>Facilitation:</i> Presenter • <i>Group activity:</i> Discussion of the following important guidelines: ○ Recognise and acknowledge the fact ○ Decide to express it or not ○ Express it directly and descriptively ○ Express it indirectly or use alternative ways ○ Stay task oriented ○ Analyse, understand and reflect ○ Congratulate yourself if succeed ○ Express emotions other than anger • <i>Presentation:</i> Tips on anger management (How to manage your own anger) • <i>Summary, evaluation and conclusion:</i> Presenter

Police social worker must first undergo training before being allowed to present the Anger Management Programme. Issues that are covered included the theory on anger, the programme plan and the procedure to be followed in its presentations.

The Anger Management Programme forms part of the Life Skills set of programmes and takes 90 minutes to complete. It can be presented on its own or in combination with other (sub-) programmes. It is preferably presented to no more than 20 people at a time.

The purpose of the Anger Management Programme is to expose the police personnel to ways and means of channelling this powerful emotion. It will enable them to discover, recognize, understand and accept that channelling anger can make life comfortable, productive and exciting. Effective communication and taking responsibility for personal thoughts and feelings are essential tools in this process. The research design and procedure that was utilised to ascertain if the programme succeeded in its goal will be covered next.

4. RESEARCH DESIGN AND PROCEDURE

The research had to cover the entire South African Police Service (SAPS) workforce. It had to include male and female members, the various racial groups, the entire spectrum of rank and/or posts and all 10 SAPS provinces (National Head Office constitutes the tenth province).

4.1 AIM AND OBJECTIVES

The primary aim of the study was to determine the effect of the Anger Management Programme on SAPS personnel.

In order to achieve this aim, three objectives were pursued, viz.:

- to measurement of the programme's *effect* on the knowledge, attitude and behaviour of SAPS personnel.
- to determination if the *quality of the programme's presentation* had any influence on its effect and
- to formulate *guidelines* for the improvement of the programme and its presentation.

4.2 RESEARCH DESIGN

During the empirical research, a comparison group pre-test and post-test design was used. This is an equivalent of a classical experiment, but according to De Vos & Fouche (1998:144), without the "random assignment of subjects to the groups". It was deemed the most appropriate design because it makes it possible to statistically determine the effect of a programme in circumstances where it was impossible to comply with all the prerequisites of a classical experiment (cf. Bailey, 1994:236-7; Strydom, 1999:110).

4.3 PROCEDURE

The research procedure consisted of four basic steps, viz. the study of literature, the designing and testing of the measuring instrument, the measurement of the effect of the Anger Management Programme and the analysing and interpreting of data.

4.3.1 Step 1: Literature study

An literature study was undertaken into (1) the qualities, features and requirements of anger management, (2) the generic attributes of capacity-building programmes and (3) the attributes of impact analyses. The available policy documents of the South African Police Service regarding capacity-building, the rendering of community service as well as community policing were also covered. Other sources included research reports, books, internet-based data-bases and journals of both South African and international origin. These covered fields such as social work, personnel management, community policing, adult education, sociology and industrial psychology.

4.3.2 Step 2: Design and testing of measurement instruments

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

❖ The KAB questionnaires

The four KAB questionnaires, which were designed by the researcher, were based on the unique contents of the programme, as well as relevant theory. They consisted of a pre-test and a post-test questionnaire for both the experimental and the comparison groups. Each contained 27 mostly Likert-type questions that were specifically aimed at measuring the respondents' knowledge, attitudes and behaviour (KAB) (cf. McCormack & Hill, 1997:69). In the case of the post-test questionnaire for the experimental group, six items were added to enable the respondents to evaluate the value of the contents of the programme.

Before the start of the empirical research, the KAB-questionnaires were first tested during three consecutive pilot studies. All three studies were undertaken in Gauteng Province:

- The first pilot study was launched at Booysens Police Station, Area Johannesburg on the 17th to 19th April 2002. Fifteen police personnel participated in the study and two social workers (presenters) conducted it.
- The second study took place on the 17th and 19th July 2002 at Johannesburg Central Police Station, Area Johannesburg. Two social workers presented the programme to 33 police personnel.
- The third and last pilot study was done on the 12th and 13th November 2002 when a chief social worker presented the programme to 17 police personnel at the Kathlehong Police Station, Area East Rand.

The pilot studies involved a total of 65 male and female respondents that were from different race groups and that represented the spectrum of ranks/posts within the organisation. At the conclusion of each pilot study, the questions were adapted and changed until the measurement package showed acceptable levels of validity and reliability (cf. McBurney, 2001:185).

❖ **The presentation evaluation questionnaire**

The ECPaP research team developed the presentation evaluation questionnaire. It was primarily based on the evaluation instruments of various training institutions (cf. Academic Services, 2000) and theoreticians (cf. Kirkpatrick, 1998:26-28) and refined with the help of a panel of experts. The panel consisted of three social work academics, nine police social workers who were also experienced workshop facilitators, an expert in the field of tertiary education and one teacher (Weyers & Ranken, 2007). The instrument consisted of 31 items and focused on the respondents' experience of the presenters and their presentation skills, as well as the learning experience, the relevance of the programme and the presentation context. By using the Cronbach's alpha coefficient (Gravetter & Forzano, 2003:391; Jackson, 2003:42-3) during piloting, it was ascertained that the instrument had a high reliability coefficient.

❖ **The presenters' evaluation questionnaire**

The presenters' evaluation questionnaire enabled presenters to rate their own performance, preparation and use of training aids. It also gave them the opportunity to make recommendations, to specify the themes that could be dropped from or added to the programme and to identify the material that was most and least helpful in the presentation. Because this questionnaire was based on the presentation evaluation questionnaire, there was no need to pilot test it beforehand.

4.3.3 Step 3: Measurement of the effect of the Anger Management Programme

The main empirical study commenced once the results of the pilot-testing phase had been analysed and the questionnaires had been finally adjusted. It took place during the period of 3 February 2003 and 28 May 2003 throughout all 10 police provinces of South Africa.

During the main study, the various experimental groups were identified and mobilized. The experimental groups completed a KAB questionnaire directly before and after the intervention (the independent variable). A similar procedure was simultaneously followed with the comparison groups, but without exposing them to the programme.

4.3.4 Step 4: Analysing and interpreting

The fourth step entailed the analysing and interpreting of all the data that was generated and the completion of the research reports.

4.4 THE RESEARCH GROUP

A total of 4 303 participants were involved in the overall EPCaP study. It consisted of 3 437 respondents for the experimental groups, 720 respondents of the comparison groups, and the 146 social workers who had presented the programmes. The participants represented 3,25% of the SAPS workforce, which totalled 132 482 members at the time. This is more than the required minimum sample size of 1% to 2% recommended by Stoker (in Strydom & De Vos, 1998:102). All the SAPS personnel in South Africa who attended the programmes from the 3rd February 2003 to the 28th May 2003 formed part of the experimental groups. The different provinces were also requested to mobilise and simultaneously submit comparison groups to the equivalent of the pre and post-tests. As the comparison groups were relatively small, basic guidelines were provided for their rank, gender and race composition. These guidelines were based on the personnel profile of the SAPS at the time. Because it was impossible to form the comparison groups randomly, they can only be viewed as the result of an availability sample.

In order to ascertain if the composition of the experimental and comparison groups were representative of the total SAPS population, four main criteria were used. They were rank/post, race, gender and province. By using province as a criterion, it was possible to determine if attributes such as language distribution, geographical location and different sections of the organisation was sufficiently covered in the samples. The extent to which the experimental and comparison groups that was used in the Anger Management study complied with these requirements, will be looked at next. In it, a category deviation of less than 5% was viewed as non-notable, while 5%-10% was viewed as a small difference and 10%+ as noteworthy.

The Anger Management programme's experimental and comparison groups respectively consisted of 250 and 49 members. The composition of these groups in terms of rank/post is contained in Table 2.

TABLE 2: PROFILE OF THE EXPERIMENTAL AND COMPARISON GROUPS IN TERMS OF RANK

GROUPS	CONSTABLE	SERGEANT	INSPECTOR	OFFICERS	CIVIL ACT PERSONNEL	NOT DETERMINED*	TOTAL (n)
Total SAPS population	13936 (10.52%)	17478 (13.19%)	56671 (42.78%)	15008 (11.33%)	29304 (22.11%)	85 (0.06%)	132482 (100%)
Experimental group	54 (21.6%)	31 (12.4%)	74 (29.6%)	17 (6.8%)	66 (26.4%)	8 (3.2%)	250 (100%)
Comparison groups	3 (6.1%)	2 (4.1%)	26 (53.1%)	7 (14.3%)	7 (14.3%)	4 (8.2%)	49 (100%)

* Unspecified ranks/ posts on data bases

The composition of both research groups was generally in line with that of the SAPS population. There were, however, two notable deviations. The number of Inspectors and officers was lower in the experimental and higher in the comparison group than the norm. The Constables and Public Service Act personnel were overrepresented in the experimental group. It did not appear from the analysis of the data that these deviations had any significant negative impact on the outcome of the research.

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

TABLE 3: PROFILE OF THE EXPERIMENTAL AND COMPARISON GROUPS IN TERMS OF RACE AND GENDER

GROUPS	BLACK MALE	BLACK FEMALE	COLOURED MALE	COLOURED FEMALE	WHITE MALE	WHITE FEMALE	INDIAN MALE	INDIAN FEMALE	NOT DETERMINED	TOTAL (n)
Total SAPS population	63466 (47.9%)	17150 (12.95%)	9006 (6.8%)	4392 (3.3%)	20420 (15.4%)	12753 (9.6%)	3516 (2.7%)	1343 (1%)	427* (0.32%)	132482 (100%)
Experimental group	95 (38%)	56 (22.4%)	19 (7.6%)	15 (6%)	39 (15.6%)	18 (7.2%)	7 (2.8%)	1 (0.4%)		250 (100%)
Comparison groups	18 (36.7%)	7 (14.3%)	6 (12.2%)	2 (4.1%)	8 (16.3%)	8 (16.3%)	0 (0%)	0 (0%)		49 (100%)

*Undetermined: Unspecified ranks/posts on data base

The groups' race and gender distribution compared very well with that of the SAPS population and in only one instance did it go beyond the 10% parameter. This was for the number of black males in the comparison group. The possibility that this and the other small deviations may have had a negative influence on the research outcomes was further investigated. It was found that the programme did not discriminate between the genders and race groups and that it can be presented to all SAPS personnel.

The final primary criterion was the provinces from where the respondents originated. The results, together with the provinces' profile and total number of presenters, are summarized in Table 4.

TABLE 4: PROFILE OF THE EXPERIMENTAL AND COMPARISON GROUPS IN TERMS OF PROVINCES

PROVINCE	SAPS POPULATION (%)	TOTAL PERSONNEL IN EXPERIMENTAL GROUP (%)	TOTAL PERSONNEL IN COMPARISON GROUPS (%)	TOTAL PRESENTERS (%)
Gauteng	26 575 (22.67%)	32 (13.01%)	4 (8.51%)	6 (18.75%)
Western Cape	11 743 (10.02%)	25 (10.16%)	5 (10.64%)	3 (9.38%)
Eastern Cape	15 747 (13.34%)	13 (5.28%)	5 (10.64%)	2 (6.25%)

Northern Cape	3 257 (2.78%)	-	5 (10.64%)	1 (3.13%)
KwaZulu-Natal	19 288 (16.45%)	31 (12.60%)	5 (10.64%)	7 (21.88%)
Free State	9 501 (8.11%)	7 (2.85%)	3 (6.38%)	2 (6.25%)
North West	9 046 (7.72%)	18 (7.32%)	6 (12.77%)	6 (18.75%)
Limpopo	8 937 (7.62%)	21 (8.54%)	4 (8.51%)	2 (6.25%)
Mpumalanga	6 118 (5.22%)	22 (8.94%)	5 (10.64%)	1 (3.13%)
Head Office	7 010 (5.98%)	77 (31.30%)	5 (10.64%)	2 (6.25%)
Not determined		4 (1.6%)	2 (4.1%)	-
Total	117 222 (100%)	250 (100%)	49 (100%)	32 (100%)

**Totals may vary due to differences in data sets*

Table 4 indicates that the experimental and comparison groups were relatively representative of the population of each province. The only exception was the Northern Cape who could not provide the required data on their experimental group due to logistical problems.

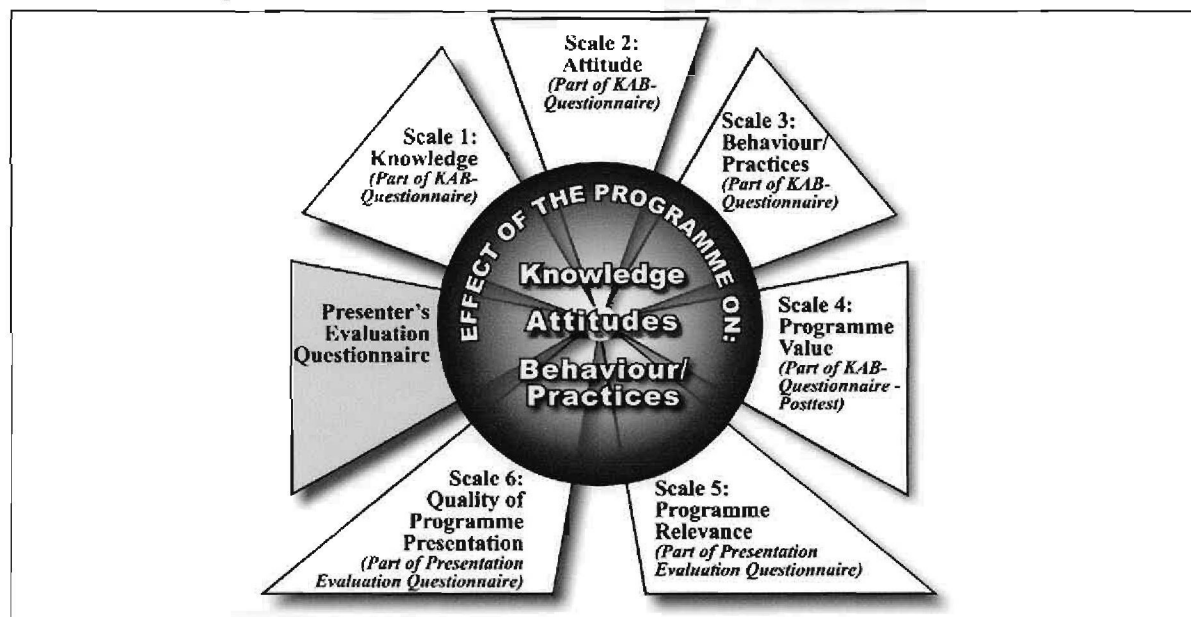
4.5 DATA COLLECTION INSTRUMENTS

Because the programme is unique, standardised questionnaires/measuring instruments could not be used in the research. Consequently, entirely new measurement instruments had to be developed and standardised during the pilot studies and the main research. This process proved to be difficult and was not successful in all respects. Although all the scales had a satisfactory reliability coefficient, it was found during data analysis that some 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 (cf. Elmes *et al.*, 2003:59-60,144-5; Zechmeister & Posavec, 2003:194-7). Triangulation was employed to ensure that deficiencies of this kind could be overcome.

Hilton's definition of triangulation by was used as a starting point in the utilisation of this technique in the research. He states: "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" (Hilton, 2003). Use was especially made of the so-called "intra-method" (Sarantakos, 1998:186) or "within-method" (Bryman, 2003) of triangulation. It entailed the use of multiple instruments to measure the same phenomenon, viz. the change that the programme brought about (cf. Mark, 1996:220; Patton, 2002:556,559-560). The purpose 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 constancy of measurement (Patton, 2002:248).

In the research, the data produced by three types of questionnaires were triangulated. These questionnaires, together with their constituent scales, are depicted in Diagram 1.

DIAGRAM 1: QUESTIONNAIRES AND THE USE OF TRIANGULATION IN THE STUDY



4.5.1 The KAB questionnaires

KAB or KAP (Knowledge, Attitudes and Behaviour and/or Practices) analyses are used quite widely in education-orientated research in fields such as health, economics and social marketing (Berger *et al.*, 1994; Donati *et al.*, 2000; Mitchell & Kaufman, 2002; Weinreich, 1999; WPDCE, 1999). Its use is, however, still scarce in the field of social work. This type of research is based on the premise that human functioning can be divided into three interrelated but not necessarily linearly dependent dimensions. They are the cognitive (intellectual/thinking), affective (emotive/feeling) and conative (will/behaviour) dimensions (Thompson, 2002:xvii).

Research finding by Akade (2001:248-251), Elkind (1993:171) and McCann & Sharkey (1998:268-269) indicate that a change in one dimension does not necessarily lead to change in another (e.g. an increase in knowledge does not necessarily change an attitude). Also, the accomplishment of change in one dimension (e.g. attitude) is also not always a pre-requisite for change in another (e.g. behaviour). This phenomenon made it possible to measure the effect of a programme on knowledge, attitudes and behaviour separately.

The KAB questionnaires were based on the programme content and available literature. The pre-test questionnaires consisted of 27 questions that dealt with the participants' knowledge, attitudes, and existing/intended behaviour. A second section was included in the post-test questionnaire that was administered to the experimental groups. It consisted of 6 questions through which the respondents could evaluate the overall value of the programme and the value of each of its five parts. The structure and focus of the questionnaires are summarised in Table 5.

TABLE 5: THE COMPOSITION OF THE KAB QUESTIONNAIRES

DIMENSION	SCALE/ SUBSCALE NO.	FACETS THAT WERE MEASURED
Knowledge	Subscale 1.1	☐ Knowledge of anger reactions
	Subscale 1.2	☐ Knowledge of the nature of anger
Attitude	Scale 2	☐ Attitudes towards anger
Behaviour	Subscale 3.1	☐ Causes of personal anger
	Subscale 3.2	☐ Personal strategies in dealing with anger
	Subscale 3.3	☐ Skills and knowledge in dealing with anger
Value	Scale 4	☐ The value of the programme and its constituent parts <i>(only completed on a post-test basis by the experimental groups)</i>

The questionnaires were made up of closed questions (e.g. true or false) and Likert-type questions (e.g. strongly disagree, disagree, agree, strongly agree) (cf. Jackson, 2003:61; McCormack & Hill, 1997:70-76). They were formulated in such a way that they would determine the respondents' existing (in terms of the pre-test) and newly acquired (in terms of post-test) knowledge, attitudes and behaviour. The questionnaires were, in the case of the experimental groups, administered immediately before and directly after the presentation of the programme. Simultaneously, comparative questionnaires were administered to the comparison groups. This made it possible to discount any environmental influences when determining the net effect of the programme (intervention/independent variable) on the experimental groups.

4.5.2 The presentation evaluation questionnaire

The presentation evaluation questionnaire consists of 31 questions and was divided into six sections (see Table 6).

TABLE 6: THE COMPOSITION OF THE PRESENTATION EVALUATION QUESTIONNAIRES

SECTION	FACETS THAT WERE 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 context in which the programme was presented	Question 18 to 21
Section 5	Evaluation of the relevance of the programme (Scale 5)	Question 22 to 27
Section 6	General (<i>Length of the programme, tempo of presentation, balance between presentation and group participation, language which was used most in the presentation</i>)	Question 28 to 31

The respondents of the experimental groups completed the relevant questionnaire immediately after the Anger Management Programme had been presented. The aim of sections 1 to 4 and 6 was to determine the extent to which the nature and quality of the presentation influenced the effect of the programme. Section 5 (Scale 5) formed part of the triangulation of measurements and was utilised to determine the relevance of the programme.

4.5.3 The presenter's evaluation questionnaire

Each social worker that presented a programme was requested to complete the presenter's evaluation questionnaire. It enabled them to evaluate their own presentation abilities, the relevance of the programme and to make recommendations regarding the improvement of the programme (see Table 7). The questionnaire was based on the presentation evaluation questionnaire. Comparisons could, therefore, be drawn between the two sets of data.

TABLE 7: THE COMPOSITION OF THE PRESENTER'S EVALUATION QUESTIONNAIRE

SECTIONS	FACETS THAT WERE COVERED	QUESTIONS
Section 1	Self-evaluation (<i>of knowledge, enthusiasm, capability for creating, participation by attendees, explain difficult material and to relate according to knowledge-base of attendees</i>)	Question 1 to 5
Section 2	Self-evaluation of presenter's presentation skills	Question 6 to 10
Section 3	Evaluation of the learning process	Question 11 to 17
Section 4	Evaluation of the context in which the programme was presented	Question 18 to 21
Section 5	Evaluation of the relevance of the programme	Question 22 to 27
Section 6	General (<i>Length of the programme, tempo of presentation, balance between presentation and group participation, language which was used the most during the presentation, subjects that need to be added or deleted, aspects that need more attention, elements of the programme that were the most/least of value and explanatory notes</i>).	Question 28 to 36

4.6 PROCEDURES AND FORMULAS USED IN THE ANALYSIS OF DATA

All the data was analysed in conjunction with the Statistical Consultation Services of North-West University's Potchefstroom Campus and with the aid of the SASS computer package (SAS Institute Inc., 1999). It included the measurement scales' reliable, valid and ability to measure change. The following formulas and procedures were used in this process.

4.6.1 Procedures and formulas for the calculation of reliability

The reliability of the measuring instruments' scales and subscales were determined by calculating their Cronbach alpha coefficient ('Cronbach alpha', 'CA' or simply " α ") (Gravetter & Forzano, 2003:455). Due to the non-clinical nature of the instruments, a CA of 0.50 or higher was accepted

as an appropriate reliability coefficient (cf. Jackson, 2003:87-91). One of the scales that were used in the research did not comply with this criterion.

4.6.2 Procedures for the calculation of validity

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

4.6.3 Procedures and formulas for the calculation of change/effect

Change/effect was measured through the use of Cohen's formula for the calculation of effect size. This type of effect size is also known as Cohen's d-value (Cohen, 1988:20-7; Steyn, 2000:1-3). The reason for this choice entailed 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 to use inferential statistics to generalise the results to the target population.
- To determine if the programme did in fact change the knowledge, attitudes and behaviour of SAPS personnel in practice, the standardized difference was used as effect size (cf. Gravetter & Forzano, 2003:454). This entailed dividing the difference between two averages (or averages of a given mean) by the standard deviation. This is, according to Steyn (2000:3), a natural criterion for drawing conclusions regarding significance.

A four-step procedure was followed in calculating the size of the effect that the programme. The first step required 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 if there were any practical significant differences *between* the pre-test and post-test scores of the experimental and comparison groups. In order to do so, it first had to be ascertained if the experimental groups (group 'e') and comparison groups (group 'c') were comparable before the start of the intervention. This was done by calculating and comparing the d-values per scale of the two groups' pre-test measurements. The difference had to be smaller than 0.5 (in the case of a bigger difference, a co-variance analysis was required). In the research, all the scales passed this test. This can be viewed as an indication that the members of two groups were selected in such a way that they compared favourably with each other from the start.

In order 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:

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

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 (Cohen, 1988:20-7; Steyn, 2000:1-3)

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

- If $d = 0.2$ it would indicate a *small effect*, implying that the research should be repeated in order to confirm if there was an effect.
- If $d = 0.5$ it would indicate a *medium effect*, implying that the result can be viewed as significant, but also that better planned research could produce even more significant results.
- If $d = 0.8$ it would indicate a *large effect* that 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 (Spatz, 2001:74-5; Steyn, 1999:3).

The last step was to perform an effect size-analysis of 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 formula that was used to determine the effect size within the group was used for this purpose. It was:

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

Apart from effect sizes (d-values), descriptive statistics were also used in certain scales and questions. It included totals, percentages and averages.

4.7 PROBLEMS ENCOUNTERED IN THE RESEARCH

Various minor problems were encountered during the EPCaP study. Most of these were also prevalent in the evaluation of the Anger Management Programme.

Various logistical problems was caused by the fact that the study had to be carried out in all 10 SAPS provinces and required the involvement of a total of 4 157 respondents, 146 social workers and nine researchers. It resulted in a reasonably poor response rate from some provinces, a relatively high percentage of spoiled questionnaires (8.18%) and a lower than expected number of returns of presenters' evaluation questionnaires. The 1 039 spoiled questionnaires (out of a total of 11 658 questionnaires) were largely caused by the respondents' faulty completion of their secret

codes. Because this made the matching of their pre-test and post-test questionnaires impossible, the questionnaires had to be discarded. Consequently, the total of usable questionnaires from some provinces was somewhat low. If, however, it is taken into account that the study produced 10 619 usable questionnaires that contained more than 322 000 individual items, the number of spoiled questionnaires should not have any significant influence on the outcome of the research.

In the case of the evaluation of the Anger Management Programme, the experimental groups consisted of a total of 250 respondents while the comparison groups were made up by 49 personnel members. This was more than adequate to determine the effect of the programme scientifically.

Another problem was caused by the fact that a high order of statistical analysis had to be used for questionnaires that were not yet fully standardized. In the case of the Anger Management Programme, one scale did not meet the required minimum Cronbach alpha value. Some of the d-values were also below the set minimum. However, this hurdle had been anticipated and overcome through the use of triangulation.

A third general problem was caused by the fact that existing practices required that the same programme should be presented to all SAPS personnel. It, therefore, targeted personnel from the lowest to the highest job levels. During data analysis some indicators were found that the Anger Management Programme had a different effect on respondents from different post or educational levels. This may have had a negative influence on the results that were obtained for the programme as a whole. In spite of minor shortcomings, the overall research results indicate that the programme did have a significant effect on the respondents.

5. THE RELIABILITY OF THE MEASUREMENT INSTRUMENTS

The questionnaires contained a total of 12 scales/subscales (see annexure for the questionnaires). The formula for the calculation of Cronbach alpha coefficients (Gravetter & Foranzo, 2003:455) was used to determine the reliability of these different scales/subscales(see Addendum 4). Table 8 provides a summary of the results of this process.

TABLE 8: THE CRONBACH ALPHA COEFFICIENT (α) OF THE SCALES THAT WERE USED

SCALES AND QUESTIONS	α ⁸
Scale 1: Knowledge	
Subscale 1.1: Knowledge of anger reactions	0.60 [†]
Subscale 1.2: Knowledge of the nature of anger	0.50 [†]

⁸ α = Cronbach alpha coefficient

Scale 2: Attitude (a) I am usually afraid that, if I loose my temper, I will hurt someone (b) Anger is a signal that something is frustrating me (c) When someone accuses me of something, I do get angry	0.40 <i>Three individual questions will be used</i>
Scale 3: Behaviour	
Subscale 3.1: Causes of personal anger	0.60 [†]
Subscale 3.2: Personal strategies in dealing with anger	0.60 [†]
Subscale 3.3: Skills and knowledge re dealing with anger	0.84 [†]
Scale 4: The value of the programme	0.63*
Scale 5: The relevance of the programme	0.64*
Scale 6: Quality of the programme presentation	
Subscale 6.1: Evaluation of the <i>presenter</i>	0.70 [†]
Subscale 6.2: Evaluation of the presenter's <i>presentations skills</i>	0.65 [†]
Subscale 6.3: Evaluation of the <i>learning process</i>	0.66 [†]
Subscale 6.4: Evaluation of the presentation context	0.62 [†]

*Reliable measurement instrument

Table 8 shows that most of the scales/subscales had an expectable Cronbach alpha coefficient of above 0.50. However, the attitude scale (Scale 2) did not meet this requirement and three of its individual questions will, therefore, be utilised as an indicator of the change that the programme did bring about.

6. THE EFFECT OF THE PROGRAMME

In measuring the effect of the programme, the focus was placed on the cognitive, affective and behavioural dimensions of the respondents' functioning (cf. Thompson, 2002: xvi-xvii). "Cognition" is related to the term "intellectual" that is indicative of mental processes such as thinking, reasoning, knowledge, expertise, insight, understanding and bringing into relation (cf. De Stadler, 1994:177; Plug *et al.*, 1997:181,383). It was also accepted that anger is an emotional response to provocation (Nelson-Jones, 1986:198) and that it could be controlled through the use of appropriates strategies and skills and with the correct attitude.

It was assumed that the respondents had already developed a certain level of knowledge and had fixed attitudes, behavioural practices and skills before the start of the programme. These levels were measured by means of the pre-test, while the actual effect of the intervention (the

programme) would be determined by analysing the difference in the scores between the pre-tests and post-tests. The results of this process will be discussed next.

6.1 THE EFFECT OF THE PROGRAMME ON RESPONDENTS' KNOWLEDGE

The knowledge dimension was measured by means of two separate subscales. The first dealt with the respondents' knowledge of anger *reactions*, while Subscale 1.2 focussed on *general knowledge* regarding the nature of anger. The results obtained with the two subscales are contained in tables 9 and 10.

TABLE 9: EFFECT SIZE OF SUBSCALE 1.1: KNOWLEDGE OF ANGER REACTIONS

EXPERIMENTAL GROUP (e)		COMPARISON GROUP (c)		σ	EFFECT SIZE (d-value)
n	μ_1	n	μ_2		
240	0.252	49	-0.252	0.4991	0.504*

* *Medium effect*

The d-value of 0.504 for Subscale 1.1 (Table 9) indicates that the programme brought about a medium increase in the respondents' level of knowledge regarding typical anger reactions. Although this result should be viewed as important within the context of the nature and aim of the programme, some further study is required to confirm the extent to which this result was of practical significance (cf. Spatz, 2001:74-5).

TABLE 10: EFFECT SIZE OF SUBSCALE 1.2: KNOWLEDGE OF THE NATURE OF ANGER

EXPERIMENTAL GROUP (e)		COMPARISON GROUP (c)		σ	EFFECT SIZE (d-value)
n	μ_1	n	μ_2		
251	0.122	49	-0.122	0.2943	0.415

Table 10 indicates that the programme brought about small to medium increase ($d=0.415$) in the respondents' knowledge of the general nature of anger. The data, on which this result, as well as that of Subscales 1.1 was based, were further analysed. It showed that some of the respondents had considerable prior knowledge of the subject matter, while for others it represented absolutely new facts. This phenomenon would explain the medium effect achieved with the programme.

6.2 THE EFFECT OF THE PROGRAMME ON RESPONDENTS' ATTITUDES

Baily (1994:4) stated that "...an attitude arise from the set of beliefs which come from each person's individual history and experience, which inform that person's view of the world." Scale

2, which dealt with attitudes, did not achieve an acceptable CA and only the responses to individual questions could be utilised (see Table 11).

TABLE 11: EFFECT SIZE OF SOME QUESTIONS OF SCALE 2: ATTITUDE TOWARDS ANGER

QUESTIONS	EXPERIMENTAL GROUP (e)		COMPARISON GROUP (c)		σ^9	EFFECT SIZE (d-value)
	n	μ_1^{10}	n	μ_2^{11}		
25. I am usually afraid that, if I loose my temper, I will hurt someone	237	0.3321	49	-0.3321	0.8898	0.37
26. Anger is a signal that something is frustrating me	236	0.45	49	-0.45	0.6876	0.66 [†]
27. When someone accuses me of something, I do get angry	236	0.381	48	-0.381	0.7646	0.51 [†]

* *Medium effect*

Question 25 produced a small to medium effect size and questions 26 and 27 was a little above medium (see Table 12). 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 (cf. Spatz, 2001:74-5).

The data on which these result was based, were further analysed. It indicated that, from the start, most respondents were of the opinion that they could control their anger. They would, therefore, not think about losing their temper to such an extent that they would hurt someone (see Question 25). A small group, however, did contemplate such a possibility and changed their views because of the programme. The programme had a larger effect on a bigger number of respondents as far as the two other questions were concerned. It showed that it developed new insight into some of the factors that made them angry (i.e. frustration and false accusations) (Table 11).

6.3 THE EFFECT OF THE PROGRAMME ON THE RESPONDENTS' BEHAVIOUR

One of the main aims of the Anger Management Programme was to change the respondents' anger management behaviour. It was, therefore, decided to cover this issue with the help of three separate but interlinked subscales. They dealt with the respondents' ability to deal with the factors that cause their anger, the anger management strategies that they employ and especially their skills in managing anger. The results achieved with these three subscales are combined in Table 12.

⁹ σ = maximum standard deviation of difference scores

¹⁰ μ_1 = average difference score for the experimental group.

¹¹ μ_2 = average difference score for the comparison group.

TABLE 12: EFFECT SIZES FOR THE SUBSCALES OF SCALE 3: ANGER MANAGEMENT RELATED BEHAVIOUR

SUBSCALES	EXPERIMENTAL GROUP (e)		COMPARISON GROUP (c)		σ^{12}	EFFECT SIZE (d-value)
	n	μ_1^{13}	n	μ_2^{14}		
Subscale 3.1: Dealing with the causes of personal anger	239	0.282	49	-0.282	0.6287	0.44
Subscale 3.2: Personal strategies followed in anger management	239	0.177	49	-0.177	0.6069	0.29
Subscale 3.3: Skills in dealing with anger	239	0.683	49	-0.683	0.8451	0.8**

**** Practical significant effect**

Table 12 shows that the programme had a practical significant effect on the respondents' anger management skills. It would, therefore, empower them with the ability to transform their anger management strategies into action. The results also showed that most of the participants already knew which strategies to follow before the start of the programme (see Table 12: Subscale 3.2) and that some also knew how to deal with the causes of their anger beforehand (see Table 12: Subscale 3.1). For others the programme did provide new ways of dealing with these causes. This produced the small to medium effect size of $d=0.44$.

There are two main conclusions that could be drawn from the application of the six scales/subscales. The first was that, in the case of the respondents' knowledge and intended behaviour, the programme did bring about a significant change in some areas. The attitude questions only indicated an effect size in the medium range. Especially the latter result is contradicted by the large effect sizes produced by the value and relevance scales (see headings 7 and 8). This brought the second conclusion to the fore. It is that some of the scales and questions used in the KAB questionnaire must have been somewhat flawed. This is, to some extent, substantiated by the lower Cronbach alpha coefficients of these scales (see Table 8).

In spite of their apparent deficiencies, the KAB scales/subscales did give an indication that the programme was of particular value to the respondents and relevant to their personal and professional lives. These two issues received special attention in two other scales.

¹² σ = maximum standard deviation of difference scores

¹³ μ_1 = average difference score for the experimental group.

¹⁴ μ_2 = average difference score for the comparison group.

7. THE VALUE OF THE PROGRAMME

The post-test questionnaire that was administered to the experimental group contained six additional Likert type questions. These were specifically aimed at determining the value that the programme had for the respondents. They rated the value of the programme as a whole and its five constituent parts on a four-point scale that ranged from “*It had no or little value*” to “*It had a lot of value*”. The data that was collected is summarised in Table 13.

TABLE 13: EFFECT SIZE AND DISTRIBUTION OF SCALE 4: THE VALUE OF THE PROGRAMME

QUESTIONS	n	CHOICES AND REPNSES				μ_{diff}	σ_{diff}	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>			
28. What was the overall value of the programme/ course?	242	3 (1.24%)	8 (3.31%)	85 (35.12%)	146 (60.33%)	3.545	0.625	1.7 ^{††}
29. What value did the following component have for you: “ <i>The reasons for anger management?</i> ”	243	2 (0.82%)	13 (5.35%)	95 (39.09%)	133 (54.73%)	3.477	0.638	1.5 ^{††}
30. What value did the following component have for you: “ <i>Feelings surrounding anger management?</i> ”	243	5 (2.06%)	15 (6.17%)	108 (44.44%)	115 (47.33%)	3.370	0.694	1.3 ^{††}
31. What value did the following component have for you: “ <i>Your behaviour as a result of anger management?</i> ”	241	1 (0.41%)	19 (7.88%)	102 (42.32%)	119 (49.38%)	3.407	0.652	1.4 ^{††}
32. What value did the following component have for you: “ <i>Five main strategies for anger management?</i> ”	241	2 (0.83%)	16 (6.64%)	96 (39.83%)	127 (52.70%)	3.444	0.657	1.4 ^{††}
33. What value did the following component have for you: “ <i>Guidelines for anger management?</i> ”	243	2 (0.82%)	10 (4.12%)	97 (39.92%)	134 (55.14%)	3.494	0.619	1.6 ^{††}
Average	242	2	14	97	129			1.5 ^{††}

^{††}Practical significant effect

Table 13 firstly indicates that the programme as a whole received an exceptionally high positive evaluation (see Question 28). This is reflected in the far above average d-value of 1.7. Cohen (1977:22-25) and others see this type of effect size as indicative of a large effect that is of practical

significance. This finding is further substantiated by the fact that 95.45% of the respondents were of the opinion that it had either an “above average value” or “a lot of value”.

The same trend as above was also found as far as the other questions were concerned. Some of the conclusions that could be drawn from them were the following:

- Question 29 dealt with the value of the subject that dealt with the reasons for anger management. It thus focused on the knowledge dimension of the programme. It was somewhat surprising to find that it had a high effect size of $d=1.5$. This contradicts the medium effect that was measured with Subscales 1.1 and 1.2 (see Tables 9 & 10). In addition, the fact that 93.82% of the respondents were of the opinion that the particular component was of significant value showed that it formed an important part of the programme.
- Of all the components, the one pertaining to the feelings surrounding anger management (see Question 30) had the smallest d -value of 1.3. Even in this case, the effect size was of such a nature that it had practical significance (i.e. was above 0.8). (The further analysis of the data did not provide any clear reason why this component was rated lower than the rest.)
- Question 31 covered the behaviour of the respondent as a result of anger. It showed a high effect size of 1.4 and received an above average value rating by 91.70%. This substantiated the practical significant effect that was derived from Subscale 3.3 (see Table 13), but contradicts the smaller effects of subscale 3.1 and 3.2.
- The same trend came to the fore in the analysis of Question 32 and 33. The first produced a practical significant effect size of 1.4 and only 7.47% of the respondents gave it a below average value rating. The d -value of the latter was even higher at $d=1.6$ and only 12 out of 243 respondents gave it a below average rating.
- The results of Questions 31, 32 and 33 prove that the programme must have had a practical significant effect on the respondents' intended behaviour. This finding is of importance due to the fact that it is the main purpose of the programme to empower and to encourage participants to have a plan and strategy for their own anger management and to apply these in practice.

8. THE RELEVANCE OF THE PROGRAMME

The experimental group's view of the relevance of the programme was the fifth aspect that was measured during the research. The reason for 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 main priority. It was, therefore, necessary to ascertain whether the anger management programme had any relevance to the SAPS personnel's' professional and personal lives. This measurement also formed part of the triangulation process.

The relevance scale (Scale 5) formed part of 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 insights in their jobs. The collected data were subjected to the same type of statistical analysis that was used for the measurement of effect size within groups (see 4.6.3).

In order to put the results of Scale 5 into perspective, a look will also be taken at the equivalent results from the EPCaP project as a whole (see Table 14). 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.

TABLE 14: EFFECT SIZE OF SCALE 5: THE RELEVANCE OF THE PROGRAMME

ANGER MANAGEMENT PROGRAMME						CAPACITY-BUILDING PROGRAMMES AS A WHOLE		
Scales/ questions	n	μ	σ	Effect size (d)	α	n	Effect size (d)	α
Scale 5	176	3.463	0.442	2.18 ^{††}	0.93 [■]	2326	2.19 ^{††}	0.88 [■]
22. The course/programme stimulated my creative thinking.	171	3.433	0.553	1.69 ^{††}		2298	1.57 ^{††}	
23. I will be able to apply the new knowledge and insights that I have gained in my job.	174	3.500	0.501	2.00 ^{††}		2310	1.65 ^{††}	
24. I feel that the course/ programme will help me do my job better.	172	3.517	0.524	1.94 ^{††}		2303	1.55 ^{††}	
25. I will be able to apply the new knowledge and insights that I have gained in my daily life.	174	3.529	0.501	2.05 ^{††}		2311	1.76 ^{††}	
26. I feel that the course/ programme will help me to live my life in a better way.	173	3.549	0.511	2.05 ^{††}		2313	1.77 ^{††}	
27. All SAPS personnel should receive this course/ programme.	173	3.682	0.503	2.35 ^{††}		2308	2.28 ^{††}	

■ Reliable scales according to Cronbach alpha coefficient

** Practical significant

With an effect size of 2.18, it is clear that the anger management programme had an extremely high relevancy value. This is further substantiated by the fact that it also had virtually the same rating than that of the capacity-building programmes as a whole ($d = 2.18$ vs. $d = 2.19$). There could be two possible reasons for this showing. The first is that the programme addresses an issue that represents a felt need amongst the organisation's personnel. 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" is a remarkable 2.35 (see Table 14). The second reason for the programme's success could be that, in itself, it is of a very high quality and that it addresses the practical side of the risk-taking world that most of the respondents are living in.

There are a number of additional conclusions that could be drawn from the effect size generated by the other questions and their relationship to the results for the capacity-building programmes as a whole. These include the following.

- The relation to the PCBP's as a whole, the anger management programme generally scored higher in all questions. This indicates that its relevance cannot be attributed to only one factor, but to the combined effect of all its components.
- If the two questions that relate to the effect of the programme on an employee's job performance (Questions 23 & 24) are compared to those that focus on their personal lives (Questions 25 & 26), only a very small difference comes to the fore. This could indicate that the respondents rate the effect of the programme on their personnel lives as virtually the same as its effect on their job performance. The programme thus both a personal empowerment tool and a job performance instrument.
- Questions 23 to 26 *inter alia* also deals with knowledge, attitudes and behavioural change. In terms of triangulation, their extremely high effect size further vindicates the conclusions reached regarding flaws in Scales 1 to 3. It is, therefore, clear that the anger management programme must have had a practical significant effect on respondents' knowledge, attitudes and their intended behaviour.

9. THE INFLUENCE OF THE QUALITY OF THE PROGRAMME PRESENTATION

Because the programme was presented under varying circumstances in all 10 SAPS provinces by a total of 32 different social workers, it had to be ascertained if a consistently high presentation standard was achieved. Poor presentations would, inevitably, have a negative influence on the programme's impact.

To determine the overall quality of the programme presentation, a specific scale was developed and included in the presentation evaluation questionnaire. This scale, titled "Scale 6: Quality of the programme presentation", consists of four subscales. Subscales 6.1 and 6.2 were used to assess the presenters and focused on both their expertise and presentation skills. According to Rooth (2000:89), these are two of the qualities that are essential for effective workshops. Subscale

6.3 dealt with the quality of the learning process and Subscale 6.4 with the presentation context. The latter included the quality of the venue, learning material and teaching media.

The data that was generated by Scale 6 are summarized in Table 15. In order to put these results into perspective, the equivalent results from the EPCaP study is also included.

TABLE 15: EFFECT SIZE OF SCALE 6: THE QUALITY OF PROGRAMME'S PRESENTATION

ANGER MANAGEMENT PROGRAMME						ALL CAPACITY-BUILDING PROGRAMMES		
Subscale/ questions	n	μ	σ	Effect size (d)	α	n	Effect size (d)	α
<i>Subscale 6.1: Evaluation of the presenter</i>	176	3.462	0.442	2.17 ^{††}	0.85 [■]	2354	2.06 ^{††}	0.85 [■]
1. The presenter was knowledgeable about the subject that he/she taught.	175	3.480	0.586	1.67 ^{††}		2334	1.84 ^{††}	
2. The presenter could link the material to the participants' level of knowledge.	175	3.451	0.532	1.79 ^{††}		2337	1.57 ^{††}	
3. The presenter was able to explain difficult and abstract concepts.	175	3.429	0.582	1.60 ^{††}		2339	1.53 ^{††}	
4. The presenter succeeded in keeping me interested in the subject.	175	3.474	0.545	1.79 ^{††}		2337	1.71 ^{††}	
5. The presenter was enthusiastic about the subject he/she taught.	173	3.486	0.524	1.88 ^{††}		2308	1.62 ^{††}	
<i>Subscale 6.2: Evaluation of the presenter's presentation skills</i>	176	3.679	0.485	2.41 ^{††}	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).	176	3.540	0.544	1.91 ^{††}		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).	175	3.434	0.572	1.63 ^{††}		2340	1.60 ^{††}	
8. The presenter encouraged participant involvement (e.g. asking questions and or promoting discussions).	174	3.523	0.545	1.87 ^{††}		2340	1.96 ^{††}	
9. The presenter prepared himself/herself thoroughly for the presentation.	174	3.489	0.545	1.82 ^{††}		2330	1.74 ^{††}	
10. What is your overall rating of the presenter's presentation skills?	170	4.476	0.672	2.94 ^{††}		2324	2.77 ^{††}	

Subscale 6.3: Evaluation of the learning process	175	3.495	0.468	2.13 ^{††}	0.93 [■]	2353	2.06 ^{††}	0.91 [■]
11. In the beginning, the presenter gave a clear overview of what we could expect during the course/programme.	175	3.457	0.544	1.76 ^{††}		2351	1.48 ^{††}	
12. The presenter made sure that participants understood a subject before continuing on to the next subject.	175	3.457	0.544	1.76 ^{††}		2350	1.75 ^{††}	
13. At the end, the presenter gave a summary of the material that was covered.	173	3.434	0.552	1.69 ^{††}		2332	1.54 ^{††}	
14. The presenter was able to communicate on my level.	175	3.537	0.544	1.91 ^{††}		2335	1.76 ^{††}	
15. It was easy to understand the material that was presented.	175	3.520	0.576	1.77 ^{††}		2342	1.72 ^{††}	
16. The material that was covered will be useful.	174	3.523	0.523	1.96 ^{††}		2334	1.68 ^{††}	
17. The course stimulated my interest in the subject.	175	3.549	0.554	1.89 ^{††}		2349	1.69 ^{††}	
Subscale 6.4: Evaluation of the presentation context	174	4.277	0.606	2.93 ^{††}	0.83 [■]	2326	2.49 ^{††}	0.81 [■]
18. How would you rate the venue?	172	4.047	0.978	1.07 ^{††}		2308	1.36 ^{††}	
19. How would you rate the quality of the learning material that was presented?	174	4.287	0.670	1.92 ^{††}		2317	2.41 ^{††}	
20. How would you rate the quality of the teaching media (e.g. Transparencies and or handouts)?	174	4.362	0.664	2.05 ^{††}		2316	2.36 ^{††}	
21. How well were the course/ programme organised?	173	4.410	0.619	2.28 ^{††}		2311	2.34 ^{††}	

■ Reliable scales according to measure Cronbach alpha coefficient ** Practical significant

The implication of each subscale will be discussed individually.

9.1 THE INFLUENCE OF THE QUALITY OF THE PRESENTER

The overall rating of the presenter's level of expertise was a very high 2.17 (see Table 15). It was also higher than the effect size of $d=2.06$ for the capacity-building programmes as a whole. The linkage that the presenter made between knowledge and the practical implementation thereof in

the SAPS, the explanation of the abstract concepts and keeping their interest were higher than the rest of the programme. The presenter provided something of “take-away” value and not just an academic discourse (cf. Nelson-Jones, 1991:161). It is clear that the presenters’ expertise regarding anger and anger management is in line with that of other programmes.

9.2 THE INFLUENCE OF THE PRESENTER’S PRESENTATION SKILLS

The effect size of $d=2.41$ for Subscale 6.2 is higher than that of the combined PCBP’s (i.e. $d=2.27$) (see Table 15). Only in one instance (Question 8) was it less than that of the combined programmes. Although very small (less than 0.1), the difference is still of particular concern for the Anger Management Programme because it’s very nature requires a high level of involvement and participation. In future, presenters would, therefore, have to prepare even more thoroughly for the presentation, so that they can feel free to open up the discussion of this sensitive issue even more.

9.3 THE INFLUENCE OF THE LEARNING PROCESS

The overall effect size of $d=2.13$ for Subscale 6.3 is exceptionally high and is basically in line with the effect size of $d=2.06$ for the capacity-building programmes as a whole. All the facets of the learning process received a higher rating than that of the combined PCBP’s. It would seem that the strongest points are its level of communication, the usefulness of the material that is covered and that the recipients’ interest is stimulated throughout (see Question 11, 14, 16, and 17 Table 15).

9.4 THE INFLUENCE OF THE PRESENTATION CONTEXT

The presentation context’s overall rating is much higher than that of the combined programmes ($d=2.93$ vs. $d=2.46$) (see Table 15). It, however, tended to score much lower in terms of the venue ($d=1.07$ vs. $d=1.36$), quality of the learning material ($d=1.92$ vs. $d=2.4$) and the teaching media ($d=2.05$ vs. $d=2.36$). These are issues that should receive further attention.

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 the presentation of information 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. The response to each of the questions will be dealt with separately.

The respondents rated the length of the programme by completing a five-point scale. The results of this rating are reflected in Table 16.

TABLE 16: THE LENGTH OF THE PROGRAMME'S PRESENTATION

QUESTION 28	HOW WILL YOU RATE THE LENGTH OF THE COURSE/PROGRAMME?					AVERAGE OF ANGER MANAGEMENT PROGRAMME	AVERAGE OF ALL CAPACITY- BUILDING PROGRAMMES
Response (n = 105)	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>		
Frequency	10	10	107	31	15	3.18	3.15
Percentage	5.78%	5.78%	61.85%	17.92%	8.67%		

Although it tended to be on the short side, the length of the presentation did not seem to affect the programme too adversely. The average measurement of 3.18 is in line with the average (3.15) of the combined PCBP's and falls in the category of "just right."

The respondents were also requested to complete Question 29 in which they had the opportunity to judge the pace of the presentation with the help of a five-point scale. The results are contained in Table 17.

TABLE 17: THE PACE OF THE PRESENTATION

QUESTION 29	HOW WILL YOU RATE THE PACE OF THE PRESENTATION?					AVERAGE OF ANGER MANAGEMENT PROGRAMME	AVERAGE OF ALL CAPACITY- BUILDING PROGRAMMES
Response (n = 197)	1. <i>The pace was much too slow</i>	2. <i>The pace was a little slow</i>	3. <i>The pace was just right</i>	4. <i>The pace a little too fast</i>	5. <i>The pace was much too fast</i>		
Frequency	1	3	141	16	13	3.21	3.07
Percentage	0.57%	1.72%	81.03%	9.20%	7.47%		

The average of 3.21 is slightly higher than that of the PCBP's as a whole, but still falls in the "just right" category. Seventeen percent (17%) of the respondents felt that the pace of the programme was too fast for them. This correlates with problems with the length of the programme and could indicate that it represents an attempt to cram too much information and activities in too short a time.

Respondents were also required to complete a question on the balance between the presentation of information and group participation (see Table 18).

TABLE 18: THE BALANCE BETWEEN THE PRESENTATION OF INFORMATION AND GROUP PARTICIPATION

QUESTION 30	HOW WILL YOU RATE THE BALANCE BETWEEN THE TIME SPENT ON THE PRESENTATION AND TIME SPENT ON GROUP INVOLVEMENT?				AVERAGE OF THE ANGER MANAGEMENT PROGRAMME	AVERAGE OF ALL CAPACITY-BUILDING PROGRAMMES
Response (n = 104)	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	9	140	16	7	2.12	2.08
Percentage	5.23%	81.40%	9.30%	4.07%		

From Table 18 is it clear the most respondents were satisfied that a good balance had been maintained. The average of 2.12 is also in line with the average of 2.08 for the combined PCBP's. It is striking that an overwhelming 81.40% of the respondents awarded "A good balance" rating to this issue, indicating that this aspect contributed positively to the reaching of the programme's outcome.

The final aspect that was covered in the particular questionnaire was the language in which the presentations took place. Although it is the organisation's policy that every personnel capacity-building programme should be presented in English only (SAPS, 2003), this is not always the case. It was, therefore, necessary to ascertain if this requirement was met. The responses to the question are contained in Table 19.

TABLE 19: THE LANGUAGE THAT WAS USED DURING THE PRESENTATION OF THE PROGRAMME

QUESTION 31	WHICH LANGUAGE WAS USED THE MOST IN THE PRESENTATION OF THE COURSE/PROGRAMME?					
Response (n = 105)	<i>Afrikaans</i>	<i>English</i>	<i>Sotho</i>	<i>Tswana</i>	<i>Zulu</i>	<i>Others</i>
Frequency	2	157	1	7	4	3
Percentage	1.15%	90.23%	0.57%	4.02%	2.30%	1.72%

Although 90.23% of the presentations were conducted in English, that still leaves at least 17 respondents who could not enjoy the full potential value of the programme. The reason is that, if any other languages are used, the length/duration of the programme will be affected negatively and most of the handouts, transparencies, questionnaires, checklists, etc. will be irrelevant. Consideration should be given to addressing this issue.

If the respondents' evaluations of the programme presentation are taken as a whole, it is apparent that this facet was generally of the highest quality. It could, therefore, be concluded that this element enhanced goal attainment and contributed to the effect of the programme on its recipients.

10. THE PRESENTER'S EVALUATION OF THE PROGRAMME

The presenters of the programme also had to complete the presenter's evaluation questionnaire. This questionnaire, which was similar to the presentation evaluation questionnaire, enabled them to evaluate their own expertise and presentation skills, as well as the learning process, the learning context, and the relevance of the programme. It also contained a number of open-ended questions and space for written comments and recommendations. Only 14 of the 32 presenters, who were involved with the experimental groups, completed the questionnaire.

Although the acquired data could not be subjected to higher order statistical analysis, it was still possible to draw comparisons between these results and those of the presentation evaluation questionnaire. The overall evaluation results are all the experimental group members who took part in the EPCaP study, are also included in Table 20.

TABLE 20: THE PRESENTERS' VIEW OF THE RELEVANCE OF THE PROGRAMME

QUESTIONS	PRESENTERS (n = 14)				RESPONDENTS: (n = 2326)	
	CHOICES AND RESPONSES				ANGER MANAGEMENT	
	<i>Strongly disagree (%)</i>	<i>Disagree (%)</i>	<i>Agree (%)</i>	<i>Strongly agree (%)</i>	<i>Average</i>	<i>Average</i>
22. The programme stimulated the participants' creative thinking.	-	14.29%	57.14%	28.57%	3.14	3.38
23. The participants will be able to apply the new knowledge and insights that they have gained in their jobs.	-	-	71.43%	28.57%	3.29	3.43
24. I feel that the programme will help the participants do their jobs better.	-	-	64.29%	35.71%	3.36	3.42
25. The participants will be able to apply the new knowledge and insights that they have gained in their daily lives.	-	-	64.29%	35.71%	3.36	3.46
26. I feel that the programme will help participants to live their lives in a better way.	-	-	71.43%	28.57%	3.29	3.5
27. All SAPS personnel should receive this programme.	-	-	50.00%	50.00%	3.50	3.7

The presenters indicated that the programme was relevant for the SAPS and that all personnel should attend it. This notion correlates with the respondents' opinion (see Table 13) and with the findings that the programme is applicable to all races, genders and ranks/posts. The presenters also supported the notion that personnel who attend the programme will be able to improve their productivity and lead better personal lives. An interesting factor was that 14.29% of the presenters felt the programme do not stimulate the participants' creative thinking (see Question 22). This issue has to be addressed by the developers of the programme.

Table 21 contains the results of the presenters' assessments of their knowledge, ability to link material to the respondents' level of knowledge, skill in explaining difficult concepts, successes in keeping participants interested in the subject and enthusiasm.

TABLE 21: THE PRESENTER'S SELF-ASSESSMENT

QUESTIONS	PRESENTERS (n = 14)*					RESPONDENTS (n = 2354)
	CHOICES AND RESPONSES				ANGER MANAGEMENT	
	<i>Strongly disagree (%)</i>	<i>Disagree (%)</i>	<i>Agree (%)</i>	<i>Strongly agree (%)</i>	<i>Average</i>	<i>Average</i>
1. I am knowledgeable about the subject that I taught.	-	-	71.43%	28.57%	3.29	3.55
2. I was able to link the material to the participants' level of knowledge.	-	7.14%	57.14%	35.71%	3.29	3.43
3. I was able to explain difficult and abstract concepts.	-	-	78.57%	21.43%	3.21	3.45
4. I succeeded in keeping participants interested in the subject.	-	7.14%	64.29%	28.57%	3.21	3.49
5. I was enthusiastic about the subject that I taught.	-	-	71.43%	28.57%	3.29	3.46

In general, the presenters were of the opinion that they are knowledgeable on the subject and that they are able to link the material to the level of the respondents' knowledge and to keep them interested in anger management. Their ratings in respect of explaining difficult and abstract concepts and their enthusiasm are similar to the results of the respondents' evaluation. It can, therefore, be concluded that, in the main, they were able to make an accurate self-assessment.

Table 22 contains the results of the presenters' evaluation of their presentation skills. It also includes their overall self-rating and that of the respondents.

TABLE 22: THE PRESENTERS' EVALUATION OF THEIR OWN PRESENTATION SKILLS

QUESTIONS	PRESENTERS (n =14)					RESPONDENTS (n = 2354)	
	CHOICES AND RESPONSES				ANGER MANAGEMENT		
	<i>Strongly disagree (%)</i>	<i>Disagree (%)</i>	<i>Agree (%)</i>	<i>Strongly agree (%)</i>	<i>Average</i>	<i>Average</i>	
6. Participants could clearly hear what I was saying	-	14.29%	57.14%	28.57%	3.14	3.52	
7. I am skilful in the use of the teaching media.	-	-	85.71%	14.29%	3.14	3.45	
8. I encouraged participant involvement.	-	-	57.14%	42.86%	3.43	3.58	
9. I prepared myself thoroughly for the presentation.	-	-	71.43%	28.57%	3.29	3.54	
QUESTION 10	Poor (%)	Fair (%)	Average (%)	Good (%)	Very good (%)	Average	Average
10. What is your overall rating of your presentation skills?	-	-	7.14%	85.71%	7.43%	4.00	4.5

Table 22 indicates that the presenters tended to give themselves a lower rating than the respondents. This was especially the case where the use of the teaching media, preparation and overall presentation skills are concerned. This could either be result of setting extremely high standards for themselves or a little lack of self-confidence.

The presenters were also requested to evaluate the learning process. The results are contained in Table 23.

TABLE 23: THE PRESENTERS' EVALUATION OF THE LEARNING PROCESS

QUESTIONS	PRESENTERS (n = 14)					RESPONDENTS (n = 2353)
	CHOICES AND RESPONSES				ANGER MANAGEMENT	
	<i>Strongly disagree (%)</i>	<i>Disagree (%)</i>	<i>Agree (%)</i>	<i>Strongly agree (%)</i>	<i>Average</i>	<i>Average</i>
11. In the beginning, I gave a clear overview of what participants could expect during the programme.	-	-	52.38%	47.61%	3.29	3.38

12. I made sure that participants understood a subject before moving on to the next subject.	-	-	85.71%	14.29%	3.14	3.48
13. On concluding I gave a summary of the material that was covered.	-	-	78.57%	21.43%	3.21	3.42
14. I was able to communicate on the participants' level.	-	7.14%	71.43%	21.43%	3.14	3.51
15. It was easy for participants to understand the material that was presented.	-	14.29%	78.57%	7.14%	2.93	3.48
16. The material that was covered will be useful.	-	-	85.71%	14.29%	3.14	3.49
17. The course stimulated participants' interest in the subject.	-	-	78.57%	14.29%	3.15	3.5

The presenters' evaluations of most facets of the learning process were in line with those of the respondents. They succeeded in setting an overall goal at the start of the process and summarized the material covered at the end of the presentation. They also made sure that the respondents understood the information before moving on to the next topic. It was also apparent that they were of the opinion that the respondents could use the information that was provided. The presenters were also confident that the respondents' interest in the subject of anger management was stimulated.

There were, however, two areas of concern. It was that the presenters thought that the participants found it difficult to understand the material that was presented (see Question 15, Table 23) and that they had difficulty in explaining it (see Question 14, Table 23). This indicates that attempts should be made to simplify the programme and to make it more 'user friendly'. Training in facilitation skills can empower the presenters to present on a higher and more effective level. Preparation of the programmes must be a priority for the presenters and will give them more confidence.

Both the presenters' and respondents' evaluation of the presentation context is contained in Table 24.

TABLE 24: THE PRESENTERS' EVALUATION OF THE PRESENTATION CONTEXT

QUESTIONS	PRESENTERS (n = 14)						RESPONDENTS (n = 2326)
	CHOICES AND RESPONSES					ANGER MANAGEMENT	
	<i>Very bad (%)</i>	<i>Bad (%)</i>	<i>Average (%)</i>	<i>Good (%)</i>	<i>Very good (%)</i>	<i>Average</i>	<i>Average</i>
18. How would you rate the venue?	-	7.14%	64.29%	14.29%	14.29%	3.36	3.92
19. How would you rate the quality of the learning material that you presented?	-	-	42.86%	50.00%	7.14%	3.64	4.23
20. How would you rate the quality of the teaching media?	-	-	-	50.00%	50.00%	3.50	4.28
21. How well was the programme organised?	-	14.29%	35.71%	35.71%	14.29%	3.50	4.30

The biggest discrepancy between the presenters' and respondents' evaluations concerns the venues where the programmes were presented. This could be due to the fact that deficiencies in teaching infrastructure (e.g. overhead projectors) often inconvenience presenters more than they do recipients. Although not so markedly high, the presenters also tended to rate the organising of the programme at a lower level.

If the presenters' evaluations are taken as a whole, it is apparent that they were of the opinion that they succeeded in their task exceptionally well. The accuracy of this self-assessment is generally supported by the views of the recipients. It could, therefore, be concluded that this element enhanced goal attainment and contributed to the effect of the programme on its recipients.

The presenters' questionnaire included a section of open-ended questions where they could make recommendations regarding subjects that should be added to/dropped from the programme, subjects that should be covered in greater detail and the most and least helpful elements ("things")

of the programme. Space was also provided for suggestions on how the programme could be improved. The following exposition contains the gist of the responses to these questions.

❖ **Question: Clarification of the responses to the presenters' evaluation of the presentation questionnaire**

- One presenter stated that problems were experienced with venues. He/she claimed that it was very noisy and echoed every sound. The presenters have to check the venues beforehand.
- Problems occurred with Section 5: Question 6 of the programme and it must be rectified when it is rewritten.
- Some of the participants could not understand the language that was used and were not conversant in English.
- A comment was made that the content was too theoretical and lacked exercises to practice anger management.

❖ **Question: Topics that need to be added to the programme**

The presenters recommended that the following topics should be added to the programme:

- Ice breakers and role plays
- Communication as a subject.

❖ **Question: Topics that need to be covered in greater depth.**

There were different opinions with regard to the topics that are already covered by the programme but that should receive more attention. It seemed as though there was a need for the following topics to be covered in more depth:

- self knowledge
- Physical experiential learning on how to manage you anger.

All the suggestions are valid and should be taken into consideration in the further development of the programme. In this regard it would be important to remember that the extent to which each subject is dealt with mainly depends on the type and size of the target groups. A mechanism should, therefore, be found to determine each target group's needs in advance and to tailor the programme presentation accordingly.

❖ **Question: Topics that should be dropped from the programme**

A suggestion was made to combine the two separate anger and conflict management programmes into one. This would make it possible to eliminate some of the duplication that does exist.

❖ **Question: The things that were most and least helpful to present the course**

There was some agreement between the presenters about the elements of the programme that they found the most and the least helpful. These were the following:

- *Most helpful:*
 - The use of icebreakers to get participation from the learners.
 - The manual, flipchart and transparencies, which are tools that they cannot do without.
 - Guidelines for managing anger constructively.
- *Least helpful:*
 - The lack of practical exercises in anger management.

❖ **Question: Improvements that could be made to the course**

The questionnaire provided the presenters with the opportunity to make other recommendations on the ways in which the programme and its presentation could be improved. This brought the following to the fore:

- The Life Skills Programme should be presented over three days. The current time allocation of two days is too short to cover the individual sub-programmes sufficiently.
- Some concepts that were used have different meanings in other languages. It was difficult to explain these concepts to the respondents in their mother tongue. These concepts must be identified and explained beforehand.
- More understandable, explanatory or simpler language should be used to accommodate personnel with different education levels.
- A video on anger management must be added to the programme.
- More applicable, integrated and job relating information on how to handle anger in the work environment has to be given to the participants.
- A list of icebreakers should be provided.

The abovementioned written comments on the possible improvement of the Anger Management Programme did not bring any far-reaching or unanimous recommendations to the fore. There were, however, a number of smaller issues that seem to require further attention. These will be covered in the guidelines for the improvement of the programme.

11. FINDINGS AND IMPLICATIONS

In discussing 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 and questionnaires.

The experimental and comparison groups that were used during the research correlated well with the profile of the total SAPS population. Where differences did occur, they were so small that it did not affect the outcome of the research in any fundamentally negative way. It could, therefore, be concluded that the findings of the research would be applicable to all SAPS personnel, irrespective of their rank/post, race, gender or province of origin.

During the research, a total of six scales and a presenters' evaluation questionnaire were utilized. Due to the uniqueness of the programmes, the scales could not be constructed from standardised measurement instruments. Efforts were, therefore, made to create and standardise the scales by means of various pilot studies. In the case of the KAB scales, this process was not completely successful. This was probably due to the fact that the pilot studies were done in industrialised, mostly urban settings. In spite of these flaws, they did, however, succeed in proving that the programme had at least a medium effect on the respondents' knowledge and behaviour.

In the research design, provision was made for possible problems with the standardisation of some of measurement scales. It was, therefore, decided to augment the KAB scales with the development and use of three other scales. These covered the programme's value and relevance, as well as the effect of the programme presentation. Together, the six scales constituted the triangulation of measurements that was utilised in the research.

From the tranquilisation of all measurements it could be concluded that the Anger Management Programme did have a practical significant effect on participants' knowledge, attitudes and behaviour and that it did enhance the recipients' ability to function effectively in their private and work environment. It was, therefore, 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 organisation should commit itself to ensuring that all SAPS personnel attend this programme.

12. GUIDELINES FOR IMPROVING THE PROGRAMME

The content and presentation of the Anger Management Programme has some shortcomings. The research results were, therefore, also used as a basis to formulate the following guidelines for its further improvement.

❖ Programme

- The presenters' recommendations regarding altering the programme (combine Anger Management with Conflict Management), should be utilised in the next revision of the Anger Management Programme. In this regard, special attention should be given to the elements of the programme that they found most and least helpful.

- It should become standard practice to revise and to update the programme every 12 to 18 months. This will ensure that it stays at the cutting edge of new developments in the field of anger management.
- In order to comply with the principles of experiential learning, all the activities, exercises, checklists and examples should be re-evaluated and improved in order to make them even more relevant to the organisation.
- Stricter guidelines should be set concerning the requirements of a suitable venue, as this aspect definitely impacts negatively on the effect of the programme. The presenters have to visit the venues beforehand.
- The KAB scales should be developed and standardised further and used on a continual basis to determine the effect of each programme presentations. This will help to ensure that all SAPS personnel receive the same high standard of service delivery.
- The time limit set for the presentation of the Life Skills Programme (which includes the Anger Management Programme) has to be re-evaluated. An alternative would be to integrate and rationalise some of the sub-programmes so that each core element could be presented more thoroughly within the time-frame of 16 hours.
- The research material on anger management that was compiled by the researcher could be used for the further improvement of the programme's contents.
- The programme has to be translated in more than one language to benefit the SAPS as a whole.

❖ **Presentation**

- The nature and presentation of the anger management programme makes it an imperative that only suitably qualified social workers from Police Social Work Services should present the programme.
- In order to ensure a high presentation standard, the continuous and further training of presenters should receive a priority rating. All presenters should complete an advanced facilitation and presentations skills course.
- Presenters should attend a work session every 12 to 18 months to assist with the evaluation and updating of the programme and to ensure that they are up to date with new developments.
- An effective marketing strategy should be put into operation to ensure that all SAPS personnel attend at least one presentation of the Anger Management Programme.
- The presenters have to be well prepared regarding the content of the programme. They have to have ice breakers, definitions regarding aspects regarding the programme and exercises to broaden the knowledge of the participants.

❖ Police Social Work Services

- Police Social Work Services should provide more *regular* feedback to the organisation on the impact and the results of its personnel capacity-building programmes.
- Social Work Services should become part of the budget meetings on the distribution of training funds in order to motivate the funding of these programmes properly. Such meetings are also excellent opportunities to market the programmes.
- The attendance of personnel capacity-building programmes should become part of personnel's Performance Enhancement Process (PEP).
- Social Work Services should investigate the reasons why some members do not attend the personnel capacity-building programmes. The research results have shown that these members are deprived of a vital empowerment opportunity.

13. CONCLUDING REMARKS

The Evaluation of Personnel Capacity-building Programmes (EPCAP) study was the most comprehensive research project undertaken by Police Social Work Services to date and, as such, important for the credibility of the social work profession within the SAPS. The evaluation of the Anger Management Programme formed a core part of this study. It was, therefore, significant that the research proved that this programme is a highly effective intervention mechanism. It enables SAPS personnel to deal more effectively with a potentially destructive emotion and, in so doing, prevents various relationship problems and enhances their work-related and personal functioning. Through this empowerment process they are also enabled to render a better service to all the citizens of South Africa.

REFERENCES

- ACADEMIC SERVICES. 2000. *Teaching feedback questionnaires*. Potchefstroom: Potchefstroom University for CHE.
- AKADE, A. 2001. Risky business: South African youths and HIV/AIDS prevention. *Education Studies*, Vol. 27(3): 237-256.
- ALLCORN, S. 1994. *Anger in the Workplace. Understanding the courses of aggression and violence*. London: Quorum Books. P 1-162.
- ASK AFRICA. 1997. *South African Police Service: Social Work Services needs assessment: research report*. Pretoria: SAPS.
- BAILEY, K.D. 1994. *Methods of Social Research*. New York: The Free Press.

- BERGER, E.I., RATCHFORD, B.T. & HAINES, G.H. 1994. Subjective product knowledge as a moderator? Relationship between attitudes and purchase intentions for a durable product. *Journal for Ecometric Psychology*. Vol. 15(No 2), June 1994, pp 301-314.
- BRYMAN, A. 2003. *Triangulation*. [Web:] www.referenceworld.com/sage/socialscience/triangulation.pdf [Date used: 2003.09.13].
- COHEN, J. 1977. *Statistical power analysis for the behavioural sciences* (2nd Edition). Hillside, NJ: Erlbaum.
- COHEN, J. 1988. *Statistical power analysis for the behavioural sciences* (2nd Edition). Hillside, NJ: Erlbaum.
- CRESWELL, J.W. 2003. *Research design: Qualitative, Quantitative, and Mixed methods approaches* (2nd Edition). Thousand Oaks: Sage Publications.
- DE STADLER, L.G. 1994. *Groot Tesourus vir Afrikaans*. Halfweghuis: Southern Boekdrukkers.
- DE VOS, A.S. & FOUCHE, C.B. 1998. Selection of a research design. (In De Vos, A.S. (ed.) 1998. *Research at grass roots for the social sciences and human service professions*. Pretoria: Van Schaik Publishers).
- DONATI, S., HAMAN, R. & MEDDA, E. 2000. Family planning KAP survey in Gaza. *Social Science & Medicine*, Vol. 50 (No. 6), March 2000, pp 841-849.
- ELKIND, P.D. 1993. Correspondence between knowledge, attitudes, and behaviour in farm health and safety practice. *Journal of Safety Research*, Vol. 24 (No. 3), Autumn, pp. 171-179.
- EIMES, D.G., KANTOWITZ, B.H. & ROEDIGER, H.L. 2003. *Research methods in psychology*. Belmont (CA): Thomson/Wadsworth.
- GRAVETTER, F.J. & FORZANO, L.B. 2003. *Research methods for the behavioural sciences*. Belmont (CA): Thompson/ Wadsworth.
- HILTON, A. 2003. Should qualitative and quantitative studies be triangulated? *International Society of Nurses*. [Web:] <http://www.isncc.org/lists/asp?Table=News&Page=Triangle> [Date of use: 2003.09.15]
- JACKSON, S.L. 2003. *Research methods and statistics: a critical thinking approach*. Belmont (CA): Thompson/Wadsworth.
- KIRKPATRICK, D. 1998. *Evaluating training programs: the four levels*. San Francisco: Barrett-Koehler Publishers.
- KLEINKE, C.L. 1991. *Coping with Life Challenges*. California: Brooks/Cole Publishing Company. p1-109.

- MARK, R. 1996. *Research made simple: a handbook for social workers*. London: Sage Publications.
- McBURNEY, D.H. 2001. *Research methods*. 5th ed. Belmont (CA): Wadsworth.
- McCANN, T.V. & SHARKEY, R.J. 1998. Educational intervention with international nurses and changes in knowledge, attitudes and willingness to provide care to patients with HIV/AIDS. *Journal of Advance Nursing*, Vol. 27 (No.), pp. 267-273.
- McCORMACK, B & HILL, E. 1997. *Conducting a survey: The SPSS Workbook*. London. An International Thomson Publishing Company.
- MITCHELL, C.M. & KAUFMAN, C.E. 2002. Structure of knowledge, attitudes, and behaviour among American Indian young adults. *AIDS Education and Prevention*, Vol 14 (No. 401-408).
- NELSON-JONES, R. 1986. *Human relationship skills*. London: Biddles Ltd.
- NELSON-JONES, R. 1991. *Lifeskills: a handbook*. London: Dotesios.
- PATTON, M.Q. 2002. *Qualitative research & evaluation methods*. London: Sage Publications.
- PLUG, C., LOUW, D.A.P., GOUWS, L.A. & MEYER, W.F. 1997. *Verklarende en vertalende sielkundigewoordeboek*. Sandton: Heinemann Voortgesette Onderwys (Edms) Bpk
- POLICE SOCIAL WORK SERVICES. 1999. Minutes of the National Conference, 1999: Graaff-Reinet. Pretoria: PSWS.
- POLICE SOCIAL WORK SERVICES. 2001^b. *Annual Report, 1 April 1999- 31 March 2001*. Pretoria: SAPS.
- PSWS see Police Social Work Services
- ROOTH, E. 2000. *An investigation of the enhanced relationship between participants in life skills courses and the environment*. Pretoria: Human Science Research Council.
- SARANTAKOS, S. 1998. *Social research*. South Yarra (Australia): MacMillian.
- SAS INSTITUTE INC. 1999. *The SAS System for Windows Release 8.02 TS Level 02M0* Copyright © 1999-2001 by SAS Institute Inc., Cary, NC, USA.
- SOUTH AFRICA (REP.) 1995. South African Police Act, no. 68 of 1995. Pretoria: Government Printers.
- SOUTH AFRICA (REP.) SOUTH AFRICAN POLICE SERVICE. 2003. *Human resource management policy framework: Education, training and development policy for the South African Police Service*. Pretoria: SAPS.

- SOUTH AFRICAN POLICE SERVICE *see* SOUTH AFRICA (REP.) SOUTH AFRICAN POLICE SERVICE.
- SPATZ, C. 2001. *Basic statistics: tales of distributions*. Belmont (CA): Wadsworth/ Thompson Learning.
- STEVENS, P. & YACH, D. M. 1995. *Community policing in action*. Kenwyn: Juta & Co, Ltd.
- STEYN, H.S. 1999. *Praktiese beduidenheid: die gebruik van effekgroottes*. (Wetenskaplike Bydraes, Reeks Natuurwetenskappe nr. 117). Potchefstroom: Publikasiebeheerkomtee, PU vir CHO.
- STEYN, H.S. 2000. Practical significance of the difference means. *Journal of Industrial Psychology*, Vol. 26 (No. 3) pp. 1-3.
- STRYDOM, H. 1999. *Maatskaplikewerk-navorsing* (Diktaat D 134/99). Potchefstroom: PU vir CHO.
- STRYDOM, H. & DE VOS, A.S. 1998. Sampling and sampling methods. (In De Vos, A.S. (ed) *Research at grass roots a primer for the caring professions*. Pretoria: Van Schaik Publishers).
- STUTTERHEIM, E & MORUANE, S. 2002. The repositioning of social work in the South African Police Service (Weyers, M.L. (ed.). *Repositioning social work within a changing environment: a collection of papers presented at the 2002 National Conference of the Joint University Committee for Social Work*. Potchefstroom: School for Psychosocial Behavioural Sciences, PU for CHE. Pp. 168-78).
- THOMPSON, N. 2002. *People Skills* (2nd Edition). New York: Palgrave MacMillan.
- WEINRICH, N.K. 1999. *Research in the social marketing process*. (Web: <http://www.social-marketing.com/process.html> (Date used: 18 October 2001)
- WEYERS, M.L. & RANKIN, P. 2007. The facilitation assessment scale (FAS): Measuring the effect of the outcomes of workshops. *Social Work Researcher-Practitioner/ Maatskaplikewerk-Navorsers-Praktisyn*, 19 (1): 92-112, March
- WORKING PARTY ON DEVELOPMENT COOPERATION AND ENVIRONMENT. 1999. *Environment communication: applying communication tools towards sustainable development*. Paris: OECD Publications.
- WPDCE *see* Working Party on Development Cooperation and Environment.
- ZECHMEISTER, E.B. & POSAVAC, E.J. 2003. *Data Analysis and Interpretation in Behavioural Sciences*. Belmont (CA): Thompson/ Wadsworth.

Article 4

Blignaut, AM & Weyers, ML

A RETURN ON INVESTMENT (ROI) ANALYSIS OF THE SOUTH AFRICAN POLICE SERVICE'S LIFE SKILLS PROGRAMME

Senior Superintendent A M Blignaut is a social worker attached to the South African Police Service and Prof ML Weyers is a lecturer in the Social Work Division of the School for Psychosocial Behavioural Sciences, North-West University: Potchefstroom

ABSTRACT

Background: After the development and implementation of a Life Skills Programme by Police Social Work Services, the need arose to measure both the effect of the programme and the extent to which it represented a worthwhile investment for the organization. This led to a return on investment analysis of the Programme. The results of this study will be covered in this article.

Objective: To measure the Life Skills Programme's return on investment (ROI) coefficient.

Method: In the research, the results of an effect measurement study by the researcher (see Articles 1, 2 & 3) and other members of the EPCaBP research team, were combined with organisational data and the findings of various other studies and utilised in the completion of an extensive computerised ROI programme. This programme, which was developed by Meyer et al. (2003) produced the return on investment coefficient as well as the intervention's net present value (NPV), payback period, internal rate of return (IRR), learning cost per participant and cash flow statement.

Results: The results, *inter alia*, showed that the Life Skills Programme had a 1752% return on investment coefficient in only its first year of implementation. This and the other findings indicated that the programme was a valuable financial asset for the SAPS.

1. INTRODUCTION

Peter Drucker once stated: "If you can't measure it, you can't manage it" (Brookings Institute, 2002: 1-2). This also holds true for social work interventions. Unfortunately, the evaluation of social work services' effect and especially its return on investment (ROI) has been somewhat neglected in the past. This has also been the case of South Africa (De Vos, 2002:386; Orren 2004:11-12). However, in the early 2000 it became apparent that the Police Social Work Services (PSWS) of the South African Police Service (SAPS) would not only have to measure the effect of its proactive personnel capacity-building programmes, but also prove that they represented a cost-effective investment for the organisation (cf. Stutterheim & Moruane, 2002:8). This gave rise to the ROI analysis of the Life Skills Programme on which this article is based.

The evaluation and ROI analysis of the Life Skills Programme formed part of a comprehensive study into the effects of the Police Social Work Service's personnel capacity-building programmes. This study, entitled '*Evaluation of Personnel Capacity-Building Programmes 1*' (EPCaP1), involved nine researchers and mainly dealt with the effects of the various Personnel Capacity-Building Programmes on the knowledge, attitudes and behaviour of SAPS personnel (Weyers, 2005:8-12). The ROI analysis only focussed on the costs and benefits of the Life Skills group of programmes. These nine (sub-) programmes promoted a healthy lifestyle, conflict management, self-knowledge, assertiveness, problem-solving, time management, coping with change, anger management and planning of goals.

The presentation of the results achieved with the study will commence with an overview of the assumptions on which all the calculations were based. It will cover a more in-depth exploration of the need for a ROI analysis, the nature of a ROI, the context in which the calculations were made and the basic assumptions on which they were based. This will be followed by an exposition of the research procedure, the calculated costs and benefits of the sub-programmes and the results achieved with the ROI and associated measurements.

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

The calculation of an intervention's ROI forms part of the 'value' component in the process-outcome-impact-value chain that results from effective programme evaluation (cf. Fitz-Enz & Davison, 2002:26). The calculation of value can take two forms, viz. a cost-effectiveness and a cost-benefit analysis (Williams, 2006:104). In a cost-effectiveness analysis, the benefits are usually expressed in non-monetary terms whereas in a cost-benefit study, they have to be translated into monetary gain (cf. Kee, 2004:550). A return on investment (ROI) study can be viewed as an advanced form of cost-benefit analysis.

The following exposition will first focus on the reasons why it was decided to undertake such an advanced form of cost-benefit analysis. This will be followed by an overview of the basic nature of a ROI, the context within which the calculations were made and the assumptions on which they were based.

2.1 THE NEED FOR A ROI ANALYSIS

Generally, the calculation of the ROI of training programmes has been a neglected field in South Africa where only 9% of organizations undertake ROI analyses of their courses (Wolfe, 2004^b:154). Similar types of studies into the ROI of local social work interventions are even scarcer (cf. De Vos, 2002:386; Mitchell, 2005:i-ii). An exception has been the Evaluation of Capacity-building Programmes 2 Study (EPCaP2) that was undertaken by Huisamen (2005) and Williams (2006) of

the SAPS's Police Social Work Services section. The reasons why it was also deemed necessary to carry out a ROI analysis of the Life Skills Programme will be looked at next.

Expenditure on personnel is the biggest single cost item in the SAPS budget. For example, in the 2004/2005 financial year the remuneration of employees made up approximately 72% of the total budget and amounted to R17,7 billion (SAPS, 2005:139). In addition, vast amounts are spent on mechanisms to enable personnel to function more effectively and to be competent and proficient in their roles as police officials. This expenditure includes the cost of the personnel capacity-building programmes of which the Life Skills Programme forms part. The question, therefore, arose whether or not such programmes actually contributed to the development of the organisation's 'human capital' and, if so, whether or not this contribution represented a financially worthwhile investment. The first part of the question has been positively answered by the effect measurement research that has been undertaken as part of the EPCaP1 study (cf. article 1, 2 & 3, Huisamen, 2003; Jansen van Vuuren, 2006; Nel, s.a.; Williams, 2003). The second part, viz. whether or not the programmes produced an adequate return on the investment of money, time and effort, must still be answered.

The answer to the cost-effectiveness question would hold various advantages for Police Social Work Services and the management cadre to whom it must report. These advantages include the following:

- It would indicate whether the new intervention represents a sound investment and, if not, that other more cost-effective strategies should be pursued.
- It would enable Police Social Work Services (PSWS) to manage the programme much more effectively by, for example, cutting down on unnecessary or unproductive costs and optimising available resources. The principle involved is: "...understand the numbers and you understand your business; understand your business and you can manage its performance, profitability and growth" (Brookings Institute, 2002:1).
- It would also make it possible for PSWS to comply with its accountability responsibility. This will include providing management with the answer to the question: 'How many Rand would the SAPS profit from every Rand it spent on the Life Skills Programme?'

2.2 THE NATURE OF ROI

Within the context of this study, a return on investment analysis will be seen as "...the scientific measurement of the *monetary* benefits obtained by an organisation over a specified period in return for a given investment in a service delivery programme" (Williams, 2006:134). It is, therefore, the extent to which the benefits of an intervention (i.e. outputs/results) *exceed or are less than* the costs involved in its delivery (i.e. inputs).

Various authors, including Carmichael & Sutherland (2005:57), Meyer *et al.* (2003:5), Phillips (2002:18-21) and Smith (2004:318), have come up with a somewhat standardised formula for the calculation of a ROI. It entails the annual net programme benefits divided by programme costs, where the net benefits are the monetary value of the benefits minus the costs of the programme. This formula can be written as follows:

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

Where:

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

An important characteristic of the formula is that all items, including benefits, have to be transformed into a 'common denominator'. This common denominator (expressed in monetary terms) is money.

2.3 THE CONTEXT IN WHICH THE CALCULATION OF THE ROI WAS MADE

The calculation of the ROI of the Life Skills Programme (LSP) was part of the study into the effect of all the personnel capacity-building programmes on SAPS personnel. The effect measurements have been dealt with in detail in this thesis (see Articles 1, 2 & 3) and in publications by the other members of the research team (Huisamen, 2003; Jansen van Vuuren, 2005; Nel, s.a.; Williams, 2003). Some of these findings will also be used in this article as part of the measurement of the ROI of the Life Skills Programme.

The allocation of the LSP sub-programmes to the different researchers, as well as the nature and focus of the intervention, are summarised in Table 1.

TABLE 1: THE ALLOCATION AND STRUCTURE OF LIFE SKILLS PROGRAMME (LSP)

ITEM	DESCRIPTION
Researchers	P. Huisamen The "Planning of Goals" (sub-) programme The "Time Management" (sub-) programme The "Problem-solving" (sub-) programme A. J.E. Jansen van Vuuren The "Healthy Lifestyle" (sub-) programme The "Coping with Change" (sub-) programme A.M. Blignaut The "Conflict Management" (sub-) programme The "Assertiveness" (sub-) programme The "Anger Management" (sub-) programme J. Nel The "Self Knowledge" (sub-) programme

Collective programme name	<i>"Life Skills Programme"</i>
SAQA Field	08: Law, Military Sciences & Security
Overall purpose of the programme	To empower SAPS personnel with all the skills that will ensure well-balanced employees and which will enable them to render a professional service to the community
Specific aim of the programme	To develop SAPS personnel's generic life skills. These include: • A healthy lifestyle, • Self knowledge (self esteem), • Effective communication • Conflict management • Assertiveness • Planning of goals • Time management and • Problem-solving.
Format of the LSP	Workshop The different sub-programmes are designed in such a way that they could be presented as separate units. They are, however, usually combined into one full-length workshop presentation
Total time allocation	16 hours

2.4 BASIC ASSUMPTIONS THAT WERE USED IN ROI CALCULATIONS

There are usually two routes that can be followed in the calculation of the ROI of an intervention or programme. The first, which is usually used in small-scale settings, focuses on the individuals involved. It includes the use of independent assessors to do the pre- and post-intervention assessment of individual participants, as well as their supervisors to evaluate changes in the individual's behaviour or performance (cf. Meyer *et al.*, 2003:5). The large numbers of attendees, the vast differences in the tasks that they perform and the complexities of the SAPS as a mega-organisation made it practically impossible to follow this route.

The alternative was to follow a large-scale settings route. This included the use of research findings, such as the effect measurements, as *indicators* of the functioning of participants and of changes in their behaviour/performance (Williams, 2006:107-8). This was combined with the extrapolation of trends that already exist in the organisation and elsewhere to determine the extent, nature and cost of 'unsatisfactory' performance. Input costs were calculated on the average of item costs in the organisation.

The calculation of the costs and benefits of the SAPS Life Skills Programme were based on five main assumptions. These are summarised in Table 2.

TABLE 2: BASIC ASSUMPTIONS THAT WERE USED IN THE ROI CALCULATIONS

ASSUMPTION NUMBER	ASSUMPTIONS AND THEIR IMPLICATIONS
Assumption 1	◆ That the attendees of the Life Skills Programme would, for all practical purposes, be representative of the SAPS personnel corps as a whole. ○ They would, for example, have the same sick leave patterns and staff turnover rates and exhibit the same knowledge, attitudes and behavioural patterns as the rest of the personnel
Assumption 2	◆ That the personnel costs per presenter and attendee would be equivalent to the average for the organisation as a whole. ○ This makes it possible, for example, to assume that the average personnel cost per attendee will be the same as that for the SAPS as a whole. In 2004-05, this cost was R119 000 (SAPS, 2005:161)
Assumption 3	◆ That international and national trends in occupational settings would, in general terms, also apply to the SAPS ○ This assumption implies that, on the whole, there ought not to be a marked difference between research findings in other countries or settings and the situation that would exist in the organisation. ○ This would make it possible, for example, to assume that if other research indicates that there is a link between a lack of assertiveness and conflict management skills, the same link would be found among SAPS personnel
Assumption 4	◆ That it is possible to make use of indicator measurements in ROI ○ Owing to the fact that it is impossible to measure all the issues directly, it is assumed that those that could be measured would be an indication of a certain trend or of the size of a problem. ○ It could, for example, be assumed that the ratio of the types of misconduct addressed at disciplinary hearings in relation to the total number of hearings could be used as an indicator of the prevalence of that type of misconduct in the SAPS
Assumption 5	◆ That the costs and effect of different sub-programmes could be combined in one ROI measurement ○ In this exposition, it will be assumed that all the sub-programmes of the Life Skills Programme are interrelated because they all contribute to the effective personal and professional functioning of personnel. ○ Effective functioning will, in turn, enhance productivity and induce labour and other cost savings.

3. THE RESEARCH OBJECTIVES, DESIGN AND PROCEDURE

Although the evaluation of the Life Skills Programme formed part of a comprehensive study, the following exposition will only focus on those issues that relate directly to its Return on Investment (ROI) analysis

3.1 AIM AND HYPOTHESIS

The specific aim of the Return on Investment (ROI) analysis was to determine if the Life Skills Programme represented a worthwhile financial investment for the SAPS. The hypothesis that was tested was that this was indeed the case.

3.2 RESEARCH DESIGN

The ROI analysis encompassed a typical programme evaluation design (Marshall: 1999). In particular, it utilised the comprehensive ROI framework and formulas that were developed by Meyer *et al.* (2003).

3.3 PROCEDURE

The overall research procedure that was followed, can be divided into four phases. These involved a literature study, the empirical study and its concomitant calculation of the effect of the Life Skills Programme on SAPS personnel, the calculation of the ROI of the Life Skills Programme investment coefficient (ROI) and the completion of the research reports. Each phase will be dealt with very briefly.

3.3.1 Phase 1: The literature study

The first phase consisted of an analysis of the existing literature on, *inter alia*, the nature of life skills programmes, the principles of adult learning, the measurement of programme effect and the calculation of the ROI of intervention programmes. It also comprised an in-depth analysis of both local and international literature on the incidence of social and behavioural problems in occupational settings and indicators of personnel functioning.

3.3.2 Phase 2: The empirical study

The results of the 3 February to 28 May 2003 empirical study into the effect of the various sub-programmes on SAPS personnel, as well as their evaluation of the intervention's value and relevance (cf. article 1, 2 & 3, Huisamen, 2003; Jansen van Vuuren, 2006; Nel, s.a.; Williams, 2003), formed part of the databases that were used in the calculation of the ROI of the Programme.

3.3.3 Phase 3: The measurement of the ROI of the Programme

The measurement of the ROI of the Programme commenced once the results of its effect measurement became available. In this phase, the framework and formulas developed by Meyer *et al.* (2003) and other research findings were combined with the effect measurements to determine the ROI of the programme, net present value (NPV), payback period, internal rate of return (IRR), learning cost per employee and cash flow.

3.3.4 Phase 4: The completion of the research reports

The final phase consisted of the drawing up of the various research reports.

3.4 THE PARTICIPANTS

The participants in the Life Skills component of the EPCaP1 study comprised a maximum of 1665 experimental group members, 361 comparison group members, and 144 presenters. The participants were mobilised from all the 10 SAPS provinces.

3.5 PROCEDURES AND FORMULAS USED IN DATA ANALYSIS

The calculation of the ROI utilised both the results achieved by the effect measurements that were undertaken by the EPCaP1 research team (cf. Weyers, 2005:8-12) and a comprehensive Microsoft Excel-based ROI framework and accompanying formulas that were developed by Meyer *et al.* (2003). This was augmented by the views and formulas developed by other authors such as Smith (2004:318) and Wolfe (2004^b:154), as well as various other research findings (*see* Heading 6).

The results achieved with the ROI analysis will be looked at next. In doing so, the costs, benefits and return on investment of the programme will be dealt with under separate headings.

4. THE COST OF THE LIFE SKILLS PROGRAMME

The starting point in the costing of the Life Skills Programme was the fact that the whole Programme comprised nine sub-programmes. These sub-programmes, the duration of their presentation and the “calculated weight” of each are contained in Table 3.

TABLE 3: COMPOSITION OF THE LIFE SKILLS PROGRAMME

SUB-PROGRAMMES	DURATION	CALCULATED WEIGHTS
• Sub-programme 1: Healthy Lifestyle:	2 hours	(calculated weight = 12.5%)
• Sub-programme 2: Conflict Management:	1.5 hours	(calculated weight = 9.5%)
• Sub-programme 3: Self-Knowledge:	2 hours	(calculated weight = 12.5%)
• Sub-programme 4: Assertiveness:	2 hours	(calculated weight = 12.5%)
• Sub-programme 5: Problem-Solving:	2 hours	(calculated weight = 12.5%)
• Sub-programme 6: Time Management:	1.5 hours	(calculated weight = 9.5%)
• Sub-programme 7: Coping with Change:	1.5 hours	(calculated weight = 9.5%)
• Sub-programme 8: Anger Management:	1.5 hours	(calculated weight = 9.5%)
• Sub-programme 9: Planning of Goals:	2 hours	(calculated weight = 12.5%)
Total contact hours	16 hours	

In the calculation of programme costs, the expenditure on some items had to be spread across all nine sub-programmes. This was done in the case of the presenters' guide where, for example, one single guide was developed for the whole Programme. In order to calculate this type of cost per sub-programme, a system of 'sub-programme weights' had to be designed. The 'weights' were based on the time spent on presenting the sub-programme as a percentage of the entire length of the programme.

In order to calculate the personnel and other costs (see Table 2: Assumption 2), as well as the final ROI, various input assumptions had to be made (Meyer *et al.*, 2003). These were mainly derived from the annual reports of the South African Police Service and Police Social Work Services. The results are contained in Worksheet 1.

WORKSHEET 1: INPUT ASSUMPTIONS OF THE TOTAL LIFE SKILLS PROGRAMME

INPUT ASSUMPTIONS AND RESULTS	YEAR 1 (2003/04)	YEAR 2 (2004/05)	YEAR 3 (2005/06)
1. Number of employees that will participate in the programme per annum ⁽¹⁾	3,880	3,880	3,880
2. Number of productive weeks per annum ⁽²⁾	48	48	48
3. Number of productive hours per week	40	40	40
4. Annual organisational turnover per employee			
a. Number of employees in the organisation ⁽³⁾	134,857	148,970	155,532
b. Annual personnel budget of the organisation ⁽⁴⁾	R 16,343,695,000	R 17,772,460,000	R 20,271,413,000
5. Average personnel cost per employee	R 123,365	R 124,162	R 133,449
6. Current interest rate	8%	8%	8%
7. Number of courses presented per annum	194	194	194
Results			
8. The number of productive hours per employee per annum are:	1,920	1,920	1,920
9. The employee turnover per hour is:	R 64	R 65	R 70
10. The employee cost per hour is:	R 64	R 65	R 70
Notes:			
(1) Extrapolated from the average of the 194 presentations that were given to an average of 20 attendees per presentation during 2002 (PSWS Annual Report: 2002/03a).			
(2) 52 week minus 4 week annual leave			
(3) See Addendum 9: Profile of SAPS Personnel: April 2003 and SAPS Annual Report (2003/04:xi), (2004/05:7) & (2005/06:i).			
(4) Based on the SAPS Annual Report (2004/05: 161) and the SAPS Annual Report (2005/06:190)			
(5) Based on actual costs as contained in SAPS annual reports			
(6) Based on the average number of presentations of the Life Skills Programme in 2002			

The costs involved in the development, presentation and assessment of the programme can be divided into five categories. These are the costs of:

- The gap analysis (*see* Worksheet 2)
- The design and development of the learning material (*see* Worksheet 3)
- The presentation of the Programme (*see* Worksheet 4)
- The assessments and evaluations (*see* Worksheet 5)
- The fixed costs of training (*see* Worksheet 6).

Each of the categories, as well as the cost of the Programme as a whole, will be dealt with separately.

4.1 THE COST OF THE GAP ANALYSES

The “gap” in gap analysis refers to the difference (*viz.* a *viz.* “gap”) between the personnel’s existing competency and performance levels and the levels expected of them by the SAPS (*cf.* Meyer *et al.*, 2003:82). The analysis, therefore, had to identify the changes that the intervention/programme had to bring about in order to close this gap.

The final gap analysis was the result of a process that spanned more than 6 years. It started in 1997 when a research consultant, Ask Africa, was contracted to conduct research into the needs of the SAPS employee. The findings indicated that there were deficiencies in the personnel’s abilities to manage stress, personal finances, conflict and other life skills-related issues (Ask Africa, 1997:28). The findings were also confirmed by the attendees of the National Conference for police social workers that was held in 1999 (PSWS, 2001:2). As a result, there was widespread support for the idea of developing proactive, capacity building services to address deficiencies in personnel competencies (*cf.* Stutterheim & Weyers, 2002:6). The development of a general life skills programme was one of the ideas that was mooted (Stutterheim & Weyers, 2002:6).

In March 2000, task teams were established to develop the life skills and other capacity building programmes. These groups were made up of content experts from each of the SAPS provinces. In the development of the life skills programme, the groups were first orientated with regard to findings of the Ask Africa study by a representative from National Head Office (Williams, 2007). They then had to judge the competency levels that existed in the SAPS and juxtapose these with the competency levels required by the organisation. The gap that was identified formed the basis for the development of the intervention that became known as the “Life Skills Programme”.

The costs involved in compiling and presenting the information and the work carried out by the task team members, are summarised in Worksheet 2.

WORKSHEET 2: GAP ANALYSIS COST OF THE TOTAL LIFE SKILLS PROGRAMME

ITEM	NUMBER OF TASK TEAM MEMBERS INVOLVED: n = 11	
	Hours	Cost
Costing		
Hours taken to prepare and present information required for the gap analysis ⁽¹⁾	6.4	R438.40
Hours taken to do the gap analysis ⁽²⁾	1.6	R2234.84
Total cost of gap analysis		R2673.24
Notes: (1) Actual hourly rate of the person who prepared the gap analysis = R68.50 (2) Average hourly rate of task team members = R126.98 (It includes their hourly compensation plus their travelling costs and overnight expenses).		

4.2 THE COST OF THE LEARNING MATERIAL

The cost of the programme's learning material covered the expenditure incurred in the development, design and duplication of the presenter's guide, workbooks, transparencies, handouts and other presentation material and aids. This work was mainly carried out by the task team members. Their time and travel costs were consequently utilised as a cost item. The duplication costs included the expenditure incurred in the designing and typing of the material (see Worksheet 3).

WORKSHEET 3: COST OF THE LIFE SKILLS PROGRAMME'S LEARNING MATERIAL (INCLUDING DESIGN AND DEVELOPMENT COSTS)

ITEMS	COST/TIME ¹⁵
SUMMARY: COST OF ALL THE LEARNING MATERIAL	
1. Total cost: design and develop of programme-(Item 7 × Item 8)	R 83,299
2. Total cost: design, development and duplication of transparencies and presenter's guide (see Item 9)	R 4,840
3. Average cost: material duplication per attendee (see Item 12)	R 8
4. Total cost of material for employees	R 8
Total cost of learning material	R 118,791
◆ Development of learning material	
5. Time taken to develop the programme per programme-hour ⁽¹⁾	41
6. Ratio between 1 hour attendee activity and development.	41
7. Total learning time of programme	16
8. Estimated cost per hour for design & development (@ Hourly rate = R127)	R 5,206

¹⁵ Please note that, where applicable, results of calculations will be rounded off to the nearest, appropriate amount

◆ Courseware material	
9. Design, development & duplication of transparencies and presenters guide ⁽²⁾	R 4,840
◆ Material duplication	
10. Number of units (books/ files) per user	1
11. Cost of handouts ⁽³⁾	R 6.90
12. Cost of presenters' guide and plan per attendee ⁽⁴⁾	R 1.00
Notes: (1) The task team of 11 members took 50 work hours per person to customise the programme = 550 work hours. An additional 100 hours was spent to finalise the product. Total: 650 hours @ 41 hours per programme hour (2) Actual cost of the duplication of the transparencies for the Life Skills Programmes as paid to an external service provider: R 14 550. Expected lifespan: 3 years. Cost per year = R4840 (Note: each province was supplied with a fixed number of transparency sets.) (3) Estimated cost per user for the total Life Skills Programme: 23 pages per user per programme x R0.30 per page = R6.90 (4) Presenters' guide: 115 pages x 327 presenters x R0.30 per page = R11282. Total of 11,640 attendees of programmes over 3 years = R1 per attendee	

4.3 THE COST OF THE PRESENTATIONS

The next expenditure item is the direct and indirect costs incurred in the presentation of the programme. This involved both the cost of the social workers (presenters) and each personnel member that attended the programme (attendee or participant).

The following calculations are based on the premise that the maximum duration of the presentation would be 16 hours, that the cost of the loss of 'production time' that would be incurred during the presentation of the programme would be R64 per hour for both the presenter and each of the attendees and that the average group size of attendees would be 20 persons. Because the programme is usually presented in or near the employees' place of work, the only other cost items would be the meals and the travel cost of the social worker.

The assumptions that were used in the calculations were the following:

- That, on average, 194 Life Skills Programme sessions of 16 hours each would be presented per annum (see Worksheet 1)
- That they would be attended by a total of 3880 employees per annum (see Worksheet 1)
- That in 50% of the sessions, a co-facilitator (who is also a social worker), would be used. This implies that 291 social workers would be involved in the presentation of the Life Skills Programme per annum
- That the hourly rate of both the presenters (social workers) and employees was R64 for 2003/04, R65 for 2004/05 and R 70 for 2005/06 (see Worksheet 1)
- That only 5% of all training sessions would occur away from the presenters' place of work. The organisation would, in such cases, be required to cover the costs of their travel and overnight

accommodation (R173.00 per day) and to provide them with a daily allowance of R44.00 (Swanepoel, 2007)

- That the average travel cost per presenter would work out to R100.00 per two-day training session (the fact that presenters often travel alone was taken into account in this calculations).

All the costs per programme presentation are reflected in Worksheet 4.

WORKSHEET 4: FACILITATION AND ATTENDEE COST OF THE LIFE SKILLS PROGRAMME

	Cost Year 1	Cost Year 2	Cost Year 3
◆ Average cost of the presenters (social workers)			
Presenters' cost to run 194 x 16 hour programmes ⁽¹⁾	R297,984	R297,984	R297,984
Total daily allowance for presenters ⁽²⁾	R3,157	R3,157	R3,157
Total travel cost of presenters ⁽³⁾	R1,500	R1,500	R1,500
Total presenters' cost per programme	R 1,561	R 1,561	R 1,561
Cost of 194 Programme presentations per annum =	R 302,802	R 302,802	R 302,802
◆ Cost of the attendees (personnel members)			
Lost production per attendee in 2003 ⁽⁴⁾	R 1,028	R 1072	R 1,112
Total attendee cost per annum ⁽⁵⁾ =	R3,979,264	R4,165,792	R4,314,846
Notes:			
(1) Presenters cost: 291 presenters x R64 x 16 hours (2 days) = R297,984			
(2) Daily allowance: 5% of 291 presenters = 15 presenters x R217.00 (R173.00 + R44.00) = R3,157			
(3) Travel cost: 5% of 291 presenters = 15 presenters x R100.00 = R1,500			
(4) Lost production per attendee in Year 1: R64.00 x 16 hours = R1,028; Year 2: R67 x 16 hours = R1071; Year 3: R70 x 16 hours = R1112			
(5) Lost production Year 1: 3,886 employees x R64 x 16 hours = R3979264; Year 2: 3,886 employees x R67 x 16 hours = R4,165,792; Year 3: 3,886 employees x R70 x 16 hours = R4,314,846			

4.4 THE COST OF THE ASSESSMENT

The cost of the assessment entailed the expenditure that was incurred in the EPCaP research. It covered the cost of the development of the KAB (knowledge, attitude and behaviour), presentation evaluation and presenter's evaluation questionnaires, as well as the duplication of these questionnaires, the actual measurement of programme effect on attendees and the analyses and interpretation of data that was generated by the empirical study (see articles 1, 2 & 3). It, therefore, included the time that the four researchers of the Life Skills study (see Table 1) had spent on the analysis of the pre-test/post-test data. The total cost of this research came to R 95,731. However, because the assessment would only be carried out once every three years, the proportional cost per annum would be R 31,910 or R8 per participant (see Worksheet 5).

WORKSHEET 5: ASSESSMENT COST OF THE LIFE SKILLS PROGRAMME

ITEM <i>(Assessments done by means of KAB-analysis)</i>	LIFE SKILLS PROGRAMME	
	Hours	Cost
Assessors rate per hour		R 64
Pre-assessment – The average time it took the assessor to assess each attendee	0.03	R 2
Post-assessment - The average time it took the assessor to assess each attendee	0.05	R 3
Moderator's rate per hour		R 64
The average time it took the moderator to moderate the assessment of each attendee	0.05	R 3
<i>Total amount per attendee</i>		R8

4.5 THE FIXED COSTS

At the time of the study, Police Social Work Services was not accountable for costs involved in the purchasing and maintenance of equipment such as overhead projectors and flipcharts. SAPS-venues were mostly used for the presentations and, therefore, no costs were involved in purchasing/renting of venues. To accommodate costs such as flipchart paper and some stationary, it was estimated that in normal practice it would amount to an estimated amount of R10,000 for the Life Skills Programme as a whole or R52 per presentation. The cost per programme per annum that was calculated on this basis, is covered by Worksheet 6.

WORKSHEET 6: FIXED COSTS INVOLVED IN THE PRESENTATION OF THE LIFE SKILLS PROGRAMME

ITEM <i>All costs provided in terms of Rand (R)</i>	Cost
Total for all programme presentations per annum	R10,000
<i>Cost per presentation:</i>	R52.00 ¹⁶

4.6 THE TOTAL COSTS OF THE PROGRAMME

All the data contained in Worksheets 2 to 6 were used to calculate the total cost of the Programme. The results are contained in Table 4.

¹⁶ Please note that, where applicable, amounts in all the calculations will be rounded off

TABLE 4: THE TOTAL COSTS OF THE LIFE SKILLS PROGRAMME

YEAR-ON-YEAR COST	INITIAL COST	YEAR 1 (2003)	YEAR 2 (2004)	YEAR 3 (2005)
Total cost of gap analysis (see Worksheet 2)	R 2,673			
Total cost of learning material (see Worksheet 3)	R 118,791			
Cost of presenters (see Worksheet 4)		R 302,802	R 302,802	R 302,802
Cost of attendees (see Worksheet 4)		R 3,988,815	R 3,857,440	R 4,314,846
Assessment (<i>All role-players</i>) (based on Worksheet 5)		R 31,910	R 31,910	R 31,910
Fixed Costs (see Worksheet 6)		R 52	R 52	R 52
<i>Total cost of presenting the programme</i>	R 121,464	R 4,323,578	R 4,192,204	R 4,649,610

5. CRITERIA ON WHICH THE CALCULATION OF THE PROGRAMME'S BENEFITS WERE BASED

Owing to the fact that the SAPS is a non-profit making government department, the calculation of the Life Skills Programme's ROI could not be based on direct generation of income or financial profit, as is the case with most training institutions. Two other categories of benefits had to be used which could be converted into monetary terms. These were the increases in **quality of service** and the **labour and other cost savings** that the sub-programmes would bring about. In this context, the 'quality of service' would refer to the "...additional output (that) can be achieved with the same level of effort" (Shepherd, 2005). This is covered in *Section A* of Worksheet 7.

Section B of Worksheet 7 covers all the **labour and other cost savings** that the intervention would bring about. It includes savings in terms of three main production factors, viz. labour, methods/time and 'products'.

More than 45 different types of improvements in the quality of a service and cost savings have already been identified by Orren (2004:74) and Huisamen (2005:148). The matrix of quality improvement and cost-reduction criteria that was developed by the latter will be used as a basis in this study (see Table 5). In it, the vertical axis contains the two main categories viz. 'improvements in the quality of services' and 'labour and other cost savings'. The horizontal axis represents the three production factors of personnel (i.e. 'labour'), operations ('methods') and time, and outcomes (i.e. 'products'). Although each field includes examples of the measures that are available, not all could necessarily be assigned a direct Rand value (Williams, 2006:122).

TABLE 5: MATRIX OF QUALITY IMPROVEMENT AND COST-REDUCTION CRITERIA

	PERSONNEL (‘LABOUR’)	OPERATIONS (‘METHODS’) AND TIME	OUTCOMES (‘PRODUCTS’)
IMPROVEMENTS IN QUALITY OF SERVICE	◆ Improved morale ◆ Improved decision-making ◆ Improved work behaviour ◆ Improvement in employee quality of life and wellbeing ◆ High employee motivation ◆ Improved social functioning and self-esteem ◆ Reinforced job security and stability at work ◆ Improved job satisfaction ◆ Improved teamwork, and supervisor and peer relationships ◆ Increased organisational commitment ◆ Reduction in the negative effect of personal and family problems	◆ Improved job performance and worker productivity ◆ Improved response time to requests ◆ Increase in the number of requests handled ◆ Increased time spent on value-adding tasks (e.g. to resolve complaints/ process requests) ◆ Decrease in rework/redo time ◆ Decrease in the number of errors ◆ Decrease/elimination of tardiness	◆ Meeting the social responsibility of the organisation ◆ Benefit the community's overall well-being ◆ Saved lives and families ◆ Increased customer dissatisfaction ◆ Enhanced corporate reputation and image (internal and external) ◆ Improved management-union relations
LABOUR AND OTHER COST SAVINGS	◆ Reduced employee turnover ◆ Reduced replacement costs ◆ Recruitment costs ◆ Reduced training/ retraining cost ◆ Reduced absenteeism ◆ Reduced medical benefit claims/ healthcare costs ◆ Reduced disability claims ◆ Reduced workers compensation costs (including: days of lost work and "light duty" work) ◆ Reduced discharges ◆ Reduced early retirements ◆ Reduced damage to employer's property, fraud, theft and embezzlement	◆ Reduced production lost due to sickness ◆ Reduced production lost due to sick leave ◆ Reduced production lost due to visits to medical practitioners ◆ Reduced production lost due to grievances ◆ Reduced production lost due to disciplinary actions ◆ Reduced production lost due to conflict and bullying ◆ Reduced production lost due to inappropriate use of supervisors time ◆ Negative workflow ◆ Reduced production lost due to on-the-job accidents ◆ Reduced production lost due to time required to fill vacant positions	◆ Reduction of co-worker and supervisory anxiety

From: Huisamen (2005:148)

The general suppositions on which the calculations of the ROI were based, as well as the way that the criteria reflected in Table 3 translated into improved quality of service and cost savings, will be discussed next.

All the calculations of the ROI were based on the following general suppositions:

- That there was a total number of 134,857 staff members in the employ of the SAPS at the time of the initial study in 2003/04 (SAPS, 2004a:xi). That the total number of employees increased to 148,970 in 2004/05 (SAPS, 2005:7) and 155,532 in 2005/06 (SAPS, 2006:i).
- That a total staff budget for the three consecutive years were R16,343,695,000 in 2003/04 (SAPS, 2004:144), R17,772,460,000 in 2004/05 (SAPS, 2005:161) and R20,271,412,000 2005/06 (SAPS, 2006:190).

- That there will be a general 8% escalation in all cost items per year. This will be because of inflation plus the growth in the number of personnel of the SAPS.
- That the cost items that are not included in the calculation will, at the least, compensate for any overlapping that might exist between the cost-items that will be used in the measurement.
- That the results of the effect measurements and the value/relevance rating of sub-programmes (see Articles 1, 2 & 3; Huisamen, 2003; Jansen van Vuuren, 2005; Nel, s.a.) can be used as a basis for the calculation of benefits.
- That the possibility exists that the indicators or research findings that were used in the calculation of some of the benefits may have been flawed. To counteract this possibility, a very conservative approach was followed in all calculations. It was also accepted that because it would be practically impossible to cover all possible benefits, it would also cancel out overestimations.
- That only some of the sub-programmes would make a direct contribution to improved service delivery and cost reduction while others would play a more indirect and enabling role. The four sub-programmes that fell in the latter category were Assertiveness, Self Knowledge, Coping with Change and Planning of Goals. They, therefore, provide the knowledge, attitudes and behaviour patterns that are a prerequisite for successful conflict management, problem-solving, time management and the adoption of a healthy lifestyle. Although the costs of the enabling sub-programmes will be included in the calculation of the Life Skills Programme's overall ROI (see Section 9), their (indirect) benefits will not be measured.

Personnel are the single, biggest cost item in the SAPS budget (cf. SAPS, 2004a). Any savings in personnel costs that could be brought about by means of an intervention such as a capacity-building programme would naturally also improve the cost-output ratio of the organisation. However, the ROI analysis could only focus on personnel costs that could be measured directly. It, therefore, used *staff turnover* as one of the main cost items. In this regard, it was accepted as a rule of thumb that the cost of replacing a skilled employee is equal to 150% of that individual's annual compensation (DMI, 2001). This conservative estimate is based on the formula that total **cost of staff turnover** is equal to:

- severance costs (voluntary or involuntary)
- *plus* total replacement costs (hiring cost and expenses e.g. advertisements, travelling and interviewing)
- *plus* screening costs (e.g. security checks, processing of references and psychological testing)
- *plus* total training costs (orientation, formal training and trainers including supervisory time spent)
- *plus* net differential of performance costs between leaver and replacement (former worker production minus new worker production)
- *plus* lost productivity (interim period before a replacement can be placed, time required for a new worker to get up to speed and time that co-worker must spend away from his own work) (Barnes-Slater & Ford, 2004; Fitz-enz & Davison, 2002:269-270; Sigma Assessment Systems, 2006; Travaglione & Marshall, 2000; Williams, 2006:125; Work Relationships Inc., 2000).

Two main criteria were used to calculate the time and concomitant money that could be saved by the changed behaviour that was engendered in the attendees by the Programme. These were decreases in *absenteeism* and *presenteeism*.

Absenteeism refers to the production losses that occur when an employee is not physically at work or is taken away from his/her normal production tasks by other factors (cf. Yende, 2005:15-16). It, therefore, includes sick leave and the time spent on grievance procedures and conflict. In the calculation of *absenteeism*-related savings, the average number of days absent after the intervention will be subtracted from the pre-intervention absenteeism rate (Orren, 2004:65-66). This net number of days gained will then be multiplied by the average daily rate of a staff member (including his/her salary and benefits). It is estimated that the hourly cost of absenteeism is equal to 130% of a skilled employee's hourly cost. The formula that was used to come to this conclusion is as follows:

$$\text{◆ Cost of absenteeism} = \frac{\text{Average hourly cost of employee} \times \text{hours lost} + \text{Lost supervisory time handling absenteeism (filling out paperwork, etc.)} \times \text{average hourly cost of supervisor (cf. DMI, 2001)}}{1}$$

Presenteeism is viewed by Bagwell (2000:142) and Yende (2005:15) as the loss of production or productivity that occurs when an employee is *at* work but not working to his/her full capacity or not functioning to his/her full ability. There are a variety of factors that could contribute to such losses. They include the time that employees spend on talking to colleagues or to external systems about their personal problems or other personal issues. The cost of presenteeism is calculated on the same basis as that of absenteeism.

Direct operational savings refers to the reduction in negative workflow that will result from the improved functioning of personnel. The nature of these savings is sub-programme specific and will be dealt with in the calculation of each sub-programme's benefits (see Worksheet 7).

6. THE BENEFITS AND ROI OF THE LIFE SKILLS PROGRAMME

The results achieved with the calculation of the benefits and the ROI of the Conflict Management, Problem-Solving, Time Management and Healthy Lifestyle sub-programmes will be presented with four main sub-headings. These are the *improvements in the quality of services* that they brought about (see Heading 6.1), the *labour and other cost savings* that would have been achieved (see Heading 6.2) and the Life Skills Programme's overall return on investment (ROI), net present value (NPV), payback period, internal rate of return (IRR) and learning cost per participant (see Heading 6.3), and cash flow statement (see Heading 6.4).

Worksheet 7 contains a summary of the Programme's contribution to improvements in the quality of services (see Section A) and cost savings (see Section B). It covers the nature of the variables involved, the percentages that were used and the amount of money (in Rand terms) involved. The latter is calculated over a three-year period, viz. 2003, 2004 and 2005.

The grounds, on which all these calculations were based, will be provided next.

WORKSHEET 7: THE COMBINED BENEFITS OF THE LIFE SKILLS PROGRAMME'S SUB-PROGRAMMES

BENEFITS DERIVED FROM THE LIFE SKILLS PROGRAMME			
SECTION A: IMPROVEMENTS IN QUALITY OF SERVICE (see Heading 6.1 for detail)	Variable 1: Estimated % of attendees that will be affected	Variable 2: Potential average % net value that could be realised per participant	The <i>potential</i> value per participant per annum
Total number of employees that attends the Programme per annum: 3,880			
Sub-programme 1: Healthy Lifestyle	33%	40%	R 16,432
Sub-programme 2: Conflict Management	20%	40%	R 9,869
Sub-programme 5: Problem-solving	10%	36%	R 4,281
Sub-programme 6: Time Management	20%	43%	R 10,609
Total			R 41,192
Variable 3: Estimated extent to which potential value will translate into <i>actual</i> improvements in quality of service	1%		
<i>Total yearly financial value of the improved quality of service</i>	Year 1 (2003) R 1,598,252	Year 2 (2004) R 1,598,252	Year 3 (2005) R 1,598,252
SECTION B: LABOUR AND OTHER COST SAVINGS PER YEAR (see Heading 6.2 for detail)			
Variable 4: Total projected cost of lifestyle-related deaths	R 247,425	R 267,219	R 288,596
Variable 5: Projected cost of smoking-related sick leave	R 1,275,372	R 1,377,401	R 1,487,593
Variable 6: Projected cost of smoke breaks	R 4,251,238	R 4,591,337	R 4,958,644
Variable 7: Projected cost of (preventable) conflict induced resignations	R 1,485,581	R 1,604,428	R 1,732,782
Variable 8: Projected cost of bullying induced sick leave	R 2,085,888	R 2,252,759	R 2,432,980
Variable 9: Projected cost of conflict induced grievance procedures	R 141,927	R 153,281	R 165,544
Variable 10: Projected cost of time spent on conflict and conflict related issues by managers	R 4,767,744	R 5,149,164	R 5,561,097
Variable 11: Projected cost of ineffective problem-solving related sick leave	R 503,116	R 543,365	R 586,835
Variable 12: Projected cost of the time spend on ineffective problem-solving related problems by managers	R 4,767,744	R 5,149,164	R 5,561,097
Variable 13: Projected cost of lateness	R 541,751	R 585,092	R 631,899
Variable 14: Projected cost of "time-wasters"	R 6,952,960	R 7,509,197	R 8,109,933
Variable 15: The net contribution of the sub-programmes to labour and other cost savings	18.2%	18.2%	18.2%
<i>Total labour and other cost savings per year</i>	Year 1 (2003) R 4,917,776	Year 2 (2004) R 5,311,198	Year 3 (2005) R 5,736,094
Total value of the sub-programme (Section A + Section B)	R 6,516,028	R 6,909,450	R 7,334,346

6.1 THE BENEFITS OF THE PROGRAMME IN TERMS OF IMPROVEMENTS IN THE QUALITY OF SERVICES (SECTION A)

Three variables were used in the calculation of the *improvements in the quality of services* (see Worksheet 7: Section A).

- The first was the expected number of attendees who would, in the normal course of a year, be negatively affected by an unhealthy lifestyle and inadequate conflict management, problem-solving and time management skills (Variable 1).
- Variable 2 represented the potential value which attendees could, *ideally*, derive from attending the sub-programmes. Each of these percentages was derived from the value which the attendees ascribed to the applicable sub-programmes during the effect measurement studies (cf. Huisamen, 2003; Jansen van Vuuren, 2005; Nel, s.a.; Williams, 2003).
- Variable 3 represented the estimated extent to which the potential value would translate into actual improvements in the attendees "quality of service" in *practice*. This *efficiency rate* of 1% only, is a much more conservative approach than is followed in other ROI studies (cf. Bartel, 2000:505; Meyer *et al.*, 2003:110). It implies that, on average, participants would be able to transform 1% of the potential value of the Programme into *actual* improvements to the quality of the services that they render.

Owing to the fact that the basis on which variables 2 and 3 have been calculated has already been covered, only the grounds for the calculation of Variable 1 will be looked at next

6.1.1 Estimated percentage of attendees that will be affected by an unhealthy lifestyle

The lifestyles of people have a major impact on their health. On an international level, Posner (2007) estimates that the non-communicable diseases such as cardiovascular disease, diabetes, chronic respiratory disease and cancer account for 60% of deaths worldwide. He expects it to rise to 72% by 2020. In the United States of America (USA), approximately 40%-50% of all deaths are caused by heart disease, cancer, stroke, respiratory diseases and diabetes and most of these can be attributed to unhealthy lifestyle choices such as smoking, poor diet, a sedentary routine, and the misuse of alcohol and drugs (Health Promotion Advocates, 2006; Violette, 1990).

The South African picture is hardly any different. According to the Sports Science Institute of South Africa (2007), 81% of South Africans exhibit one or more of the risk factors of chronic diseases of lifestyle. This study reported that 48% of deaths in 1995 were due to these diseases.

From the above it could be concluded that the incidence rate of unhealthy lifestyles in the SAPS would probably fall in the 60% to 70% range. However, in keeping with the conservative approach that is followed in the ROI calculations, it was decided to rather use the lifestyle-related death rate as an indicator. This would place the population that was 'highly at risk' on at least 33.3% of the total staff complement (*see* Worksheet 7: Variable 1)

6.1.2 Estimated percentage of attendees that will be affected by inadequate conflict and anger management skills

Owing to the strong interrelatedness that exists between the content and intended outcomes of the Conflict-Management and Anger-Management sub-programmes, the analysis of their return on investment was combined for the purpose of this study.

A study commissioned by the International Labour Organization found that between 25% and 30% of employees in countries such as Australia, the UK and the European Union experienced violence and stress related illnesses and health problems (Hoel *et al.*, 2004:11-13, 43-52). Other studies (cf. Gabriel & Liimatainen, 2000; Lauer & Lauer, 2004:278; Lee, 1997) produced similar results and even placed the incidence rates as high as 40%. The SAPS's field of responsibility and the high rate of violent crime in South Africa (cf. Article 1) would probably place its personnel on the higher end of this scale. It was, however, decided to follow the conservative route and limit the impact rate to 20% (see Worksheet 7: Variable 1).

6.1.3 Estimated percentage of attendees that will be affected by inadequate problem-solving skills

Effective problem-solving is probably one of the core skills required of South African police officials. If the SAPS is to meet its vision of providing a safe and secure environment for all people (SAPS, 2006:4), the improvement of this skill is essential to the effective delivery of policing services (Smith, 2004:318). Very little research has, however, been done both locally and internationally on the extent to which this skill is used by officials. The exception has been a comprehensive study by Engel & Worden (2003) in which they looked into the role that problem-solving played in the Indianapolis and Florida Police Departments' work. They found that police officers spent between 6.9% and 11.6% of their time directly engaged in problem-solving activities. This came to an average of 9.64% of total work time.

Owing to the nature and context of South African police work, it is expected that local officials will expend at least the same amount of time on problem-solving as their American counterparts, if not more. However, the average of 9.64% of total work time that was found in the Engel & Worden (2003) study will be used (*see* Worksheet 7: Variable 1).

6.1.4 Estimated percentage of attendees that will be affected by inadequate time management skills

Mullins (2005:265) stated that whatever other attributes may be required of successful staff members, their effective use of time should be an essential criterion. Garnett (in Green & Skinner, 2005:125) has, however, found that managers in the United Kingdom waste more than 20% of their time due to ineffective time-management skills, while Spearhead Training (2007) found that most people can save up to 25% of their time when they are shown how to use it more effectively. For the purposes of this study, however, the average incidence rate of time wastage was kept at 20%.

6.1.5 The calculation of variables 1, 2 and 3

The calculation of the probable improvements that the selected sub-programmes would bring about in the quality of the workforce's services (see Worksheet 7: Section A), first dealt with probable incidence rates. This came to 33.3% for an unhealthy lifestyle, 20% for inadequate conflict and anger-management skills, 10% for ineffective problem-solving skills and 20% for time wastage (see Variable 1). With regard to these calculations it is important to bear in mind that it does not imply, for example, that 10% of attendees would be totally unable to solve problems. It simply implies that all employees, on average, can increase their problem-solving abilities by 10%.

Variable 2 came from the effect measurement studies and came to:

- 40% for Sub-programme 1: Healthy Lifestyle
- 40% for Sub-programme 2: Conflict Management
- 36% for Sub-programme 5: Problem-solving and
- 43% for Sub-programme 6: Time Management (cf. Articles 1, 2 & 3, Huisamen, 2003; Jansen van Vuuren, 2005; Nel, s.a.; Williams, 2003).

The potential value of the programmes was *further discounted* by a factor of 100. This implies that a participant would only be able to transform **1%** of the value that he/she attributed to the sub-programmes into *actual* improvements in the quality of his/her services. This very conservative approach brought the total annual financial value of improvements to the quality of services to R1 598 252

6.2 THE BENEFITS OF THE PROGRAMME IN TERMS OF LABOUR AND OTHER COST SAVINGS (SECTION B)

The following section will cover the labour and costs savings-related benefits of the Healthy Lifestyle, Conflict Management, Problem-solving and Time Management sub-programmes. A total of 15 variables was used in these calculations (see Worksheet 7: Section B). The context and nature of each will be covered briefly.

6.2.1 Benefits that can be derived from the “Healthy Lifestyle” sub-programme

The Healthy Lifestyle sub-programme is primarily a behaviour modification instrument that seeks to persuade attendees to follow and maintain a healthy lifestyle (PSWS, 2001:1-6). It is, among others, based on the premise that 70% of all illnesses that are due to unhealthy behaviour that can be prevented through careful personal choices and that up to 75% of healthcare spending can be avoided or delayed through preventive lifestyle measures (Health Promotion Advocates, 2006; Newell, 2002:79-81; Terreri, 2003:31).

There are numerous causes and manifestations of the so-called chronic diseases of lifestyle (CDL). The Medical Research Council (Steyn, 2005:1) views the three most important causes as the long-term use of tobacco products, the lack of regular aerobic exercises during adult life and the

consumption of an unhealthy diet. These three factors can result in obesity, hyperlipidaemia, hypertension, diabetes, arteriosclerosis, end-organ damage, cancer, stroke, ischaemic heart disease, chronic obstructive pulmonary disease, emphysema, renal disease, osteoporosis and liver cirrhoses (Steyn, 2005:1; US Department of Health and Human Services, 2003:i). The cost of poor health impacts directly, as well as indirectly, on both the employee and his/her employer (Destiny Health Insurance Company, 2006:10). It includes the loss of productivity owing to absenteeism (e.g. sick leave), presenteeism (e.g. visits to medical practitioners), the replacement cost of personnel due to their deaths or permanent disability and the medical cost incurred by the individual and the medical scheme (Coulter & Cebis, 2006:23; American Lung Association, 2006).

The numerous causes and manifestations of the chronic diseases of lifestyle made it impossible to select all as variables in the calculation of the ROI of the sub-programme. The choice was, therefore, narrowed down to the three that usually have the biggest impact on the productivity of organisations (cf. Moreau *et al*, 2004:574; Wojcik, 2006). These are obesity-related deaths, smoke breaks and smoking-induced sick leave.

6.2.1.1 Variable 4: Projected Rand equivalent of lifestyle-related deaths

Several studies have found that obesity is associated with a wide variety of health problems, as well as an increased risk of mortality (Moreau *et al*, 2004: 574). Obesity, coupled with inactivity, increases the risk for the top three killers: heart disease, cancer and stroke (Gordian: Health Solutions Inc., 2004) and can also cause diabetes, osteoarthritis, hypertension, sleep apnoea and other breathing problems (Anthem Blue Cross, 2007). It is also associated with poor psychosocial functioning, depression, anxiety, stress, poor coping, psychological problems and a general poor quality of life. Obesity therefore resulted in functional impairment and loss of working capacity (Moreau, *et al*, 2004:574). According to Wolfe (2004*), it costs 20 days of lost productivity per obese employee per year.

Two concepts in particular are used to describe persons with an abnormally high body mass index. The first is "overweight" and generally refers to a 10% to 20% excess of body weight (NIDDK, 2006). The second is "obesity" and it is defined by the World Health Organization as a body mass index of $>30 \text{ kg/m}^2$ (Goedecke *et al*, 2005:65). In this study, both concepts will be used as determinants in the calculation of incidence rates.

The following international and local research findings, especially, were used as a basis to calculate the probable incidence of obesity in the SAPS:

- United States of America:
 - Between 50 % and 64% of all American *adults* are overweight or obese and of these 27% are living in the obesity range (fat percentage more than 27% in men and 30% in women) (Destiny Health, 3; Gordian Health Solutions Inc., 2006; NIHCM, 2003:2)
 - According to the World Health Organisation (in Erasmus, 2003:131), 54% of all Americans (children and adults) have a fat-percentage of 25% and higher

- South-Africa:
 - Research findings on the incidence of overweight or obesity in South Africa range from 40%-50% (US Department of Health and Human Services, 2006) 29.2% for men and 56.6% for women (Puone *et al.*, 2002:1038) and 7.5% for men and 30% for women (S.A. Medical Research Counsel, 2006)
- The South-African Police Service:
 - In 2003, Erasmus (2003:45,107) conducted a study into the fat percentage of SAPS employees. He found that, between 40% and 60% were overweight. His study, unfortunately, did not indicate which proportion of these members could be viewed as obese.

Owing to the fact that overweight/obesity is associated with an increased risk of developing hypertension, diabetes, coronary heart disease, stroke and some forms of cancer in both the African and white population groups (Puoane, 2002:1038), it is relevant to calculate the turnover costs to the South African Police Service of deaths caused by these illnesses. Only two were selected viz. cancer and coronary heart disease. A summary of these costs as it would apply to 2003, are provided in Table 6.

TABLE 6: TOTAL PROJECTED COST OF LIFESTYLE-RELATED DEATHS (VARIABLE 4)

VARIABLE	ITEM	COST
• Variable 4a	Replacement cost of projected lifestyle-related cancer	R 113,082.53
• Variable 4b	Replacement cost of projected obesity induced coronary heart disease deaths	R 134,342.04
	<i>Total for Variable 4</i>	R 247,424.57

Table 6 represents a summary of the data contained in Tables 7 and 8. The calculations in both are based on the assumption that the cost of replacing one skilled employee is equal to 150% of that individual's annual remuneration package (DMI, 2001; Powell, 2005).

6.2.1.1.1 Replacement cost of obesity-induced cancer deaths (Variable 4a)

Cancer is a leading cause of death in all communities in South Africa (Norman *et al.*, 2006:142). Of these deaths, between 8% and 42% (median of 25%) can be attributed directly to overweight/obesity (WHO, 2007).

During the period 1996-2000, 7% of all deaths in the SAPS was caused by cancer (Erasmus 2003:156). One of the life-style-induced cancers is colon cancer (S.A. Medical Research Counsel, 2006). This type of cancer was the cause of 65% of cancer-deaths in the SAPS during 2002 (Erasmus, 2003:156). If these trends are linked to the World Health Organisation's (WHO, 2007) finding that approximately 25% of cancer-induced deaths are caused by overweight/obesity, the cost of the latter to the SAPS will amount to R 113,082.53 per annum (see Table 7).

TABLE 7: PROJECTED TURNOVER COSTS OF LIFESTYLE-RELATED CANCER DEATHS (VARIABLE 4A)

ITEM	CALCULATION	RESULT*
• Percentage (%) of total SAPS population who died of natural causes (2003/04):	1210 [†] employees ÷ 134857 employees =	0.9%
• Number of participants who would probably die in (2003/04):	0.90% x 3880 participants =	35 participants
• Number of participants who would probably die of cancer	7% of 35 participants =	2.4 participants
• Assumed number who will die of unhealthy lifestyle/ overweight/obesity related cancer:	25% of 2.4 participants =	0.6 participants
• Personnel cost involved	0.6 x R123,365 (average personnel cost p.a.) =	R 75,388.35
Replacement cost:	R 75,388.35 x 150%	R 113,082.53

[†] Annual Report (SAPS, 2003/ 2004: 113) *Some of the results have been rounded off to the nearest appropriate number

6.2.1.1.2 Replacement cost of obesity induced coronary heart disease deaths (Variable 4b)

Erasmus (2003:152) has found that 9.9% of all deaths in the SAPS during 1996 to 2000 was the result of coronary heart disease (Erasmus, 2003:152). This incidence rate was linked to the World Health Organisation's finding that 21% of heart disease-induced deaths could be attributed to overweight/obesity (WHO, 2007) to produce the costing reflected in Table 8.

TABLE 8: PROJECTED TURNOVER COSTS OF LIFESTYLE-RELATED RELATED CORONARY HEART DISEASES DEATHS (VARIABLE 4B)

ITEM	CALCULATION	RESULT *
• Percentage (%) of total SAPS population who died of natural causes in 2003/4:	1210 [†] employees ÷ 134857 employees =	0.9%
• Number of participants who would probably die in 2004/5	0.90% x 3880 participants =	35 participants
• Number of participants who will die due to coronary heart disease	9.9% of 35 participants =	3.5 participants
• Assumed number who will die of unhealthy lifestyle /overweight/obesity-induced coronary heart disease:	21% of 3.5 participants =	0.7 participants
• Personnel cost involved	0.7 x R123,365 (average personnel cost p.a.) =	R 89561.36
Replacement cost:	R 89561.36 x 150%	R 134,342.04

[†] Annual Report (SAPS, 2003/ 2004: 113) *Some of the results have been rounded off to the nearest, appropriate number

6.2.1.2 Variable 5: Projected Rand equivalent of smoking-induced sick leave

Smoking is ranked third to blood pressure and obesity as one of the employer's priority employee-health issues (Wojcik, 2006). The South African Medical Research Council (2006:51) estimates that the use of tobacco products costs the economy twice as much in medical costs and reduced productivity than what the tobacco industry pays in taxes. If people stopped smoking, it is estimated that 58% of lung cancer deaths, 20% of TB deaths and 23% of vascular-related deaths could be avoided (Saloojee, 2003:48,51-2).

In the costing of smoking-related issues, two variables will be covered in the ROI analysis. They are the expected cost of smoking-induced sick leave and smoke breaks. In the calculation of incidence rates, Saloojee's (2005:48) finding that 21.4% of all adult South Africans smoke will be used as a basis.

Various studies have found a strong link between smoking and a higher level of sick leave. These findings include that:

- The average smoker has an absenteeism rate of between 23% and 33.3% higher than the non-smoker (Bertera in Tsai *et al*, 2005:i34; Smokenders, 2005; Tsai *et al*, 2005:34)
- Men who smoke use four more sick days a year and women two more than do non-smokers (Wojcik, 2006; Tsai *et al*. (2005:i34)
- For every smoker who dies, 20 more are ill (Wojcik, 2006).

For the calculation of the cost of smoking-related sick leave, an average of 3 days of excess sick leave will be used as a basis. The resultant cost are contained in Table 9.

TABLE 9: PROJECTED COST OF SMOKING-RELATED SICK LEAVE (VARIABLE 5)

ITEM	CALCULATION	RESULT *
• Assumed number of participants who would smoke:	21.4 % x 3,880 participants =	830 participants
• Total number of extra days of sick leave that smokers will take:	830 participants x 3 days =	2,491 days
Total cost of smoking-related sick leave:	2,491 days x 8 hours x R64 (hourly cost) =	R 1,275,371.52

*Some of the results have been rounded off to the nearest appropriate number

6.2.1.3 Variable 6: Projected Rand equivalent of smoke breaks

Apart from the adverse effects of cigarette smoking on the health and subsequent productivity of employees, the smoke breaks that they take also represent a loss of production time. This situation has been exacerbated by an increase in so-called 'smoke free' areas and buildings that forces

employees to leave their posts in order to smoke outside. Some international and local findings in this regard are as follows:

- A survey done by Wojcik (2006) indicated that 50% of all smokers took 3 to 6 smoke breaks a day. The duration of these breaks, on average, were between 5 and 15 minutes per break.
- His study indicated that a smoker was out on smoke breaks for nine weeks a year or a total of 16% of the work year (Wojcik, 2006).
- Other studies have found that loss of production time due to smoke breaks was between 41 and 100 minutes per day (Hinken, 2006; Smokenders, 2005).

For the purposes of the calculation of the expected cost of smoke breaks, an average of four smoke breaks per smoker per day will be taken as a basis. Very conservatively it would be estimated that only 50% of the smokers will leave their posts to take a smoke break and that these breaks would last an average of 10 minutes at a time. The results of the calculations that used these estimates are reflected in Table 10.

TABLE 10: PROJECTED COST OF SMOKE BREAKS (VARIABLE 6)

ITEM	CALCULATION	RESULT*
• Assumed number of participants who would smoke:	$21.4\% \times 3,880 \text{ participants} =$	830 participants
• Number of participants who would take smoke breaks:	$50\% \times 830 \text{ participants} =$	415 participants
• Total time taken up by smoke breaks per week (minutes):	$415 \text{ participants} \times 4 \text{ smoke breaks per day} \times 10 \text{ min.} \times 5 \text{ days} =$	83032 minutes
• Total time taken up by smoke breaks per annum (hours):	$83032 \text{ minutes} \div 60 \text{ minutes} \times 48 \text{ weeks} =$	66425 hours
Total cost of smoke breaks:	$66425 \text{ hours} \times R64 \text{ (hourly cost)} =$	R 4,251,238.40

*Some of the results have been rounded off to the nearest appropriate number

There are various other smoking-related cost items for an employer that was not covered in the calculations. These included the operating and maintenance of smoking areas, the increased risk of industrial fires, a higher incidence of friction between smoking and non-smoking colleagues and the finding that smokers are more accident prone than non-smoking employees (Smokenders, 2005; Tsai *et al.*, 2005:134).

6.2.2 Benefits that could be derived from the “Conflict Management” sub-programme

Workplace conflict has been aptly described as a “hidden disease” by Golding (2005:17). He goes on to state that the true incidence rate of this phenomenon is often obscured by the diversity of

forms that it can take, as well as the stigmatisation that is sometimes suffered by its victims. This has led to the latter rather ascribing their suffering to stress than victimisation. The report rate of workplace conflict is, consequently, less than 40% (Golding, 2005:17; Johnson & Indvik, 1996:19).

The forms of workplace conflict can run the whole gambit of aggressive human behaviour. It can vary from verbal abuse, veiled and direct threats, psychological abuse, bullying, stalking, harassment and other types of non-physical attacks to outright workplace violence involving both colleagues and clients (Fletcher et al., 2000:339; Johnson & Indvik, 1996:20; Kivimaki et al, 2000:656). In an analysis of the aetiology of workplace conflict, Johnson & Indvik (1996:20,22) has also come to the conclusion that stress should be seen as both a cause and a consequence of this phenomenon.

The strong link that exists between workplace conflict and stress has made it difficult to extricate the cost of conflict from those of the latter. The following analysis will, consequently, focus mainly on indicators in which a specific form of conflict can be isolated as an aetiological factor.

6.2.2.1 Variable 7: Projected Rand equivalent of conflict- induced resignations

The International Labour Organisation (Hoel *et al.*, 2004) has found that internationally, 25% of personnel who resign from an organisation do so because of conflict and bullying. Golding (2005:17) puts this figure as high as 40%. Given the nature of police work and the context in which SAPS personnel have to perform their duties, the local prevalence rate would probably be on the higher end of the scale. For calculation purposes it was, however, taken at 33%. If this trend is applied to the SAPS and it is accepted that improved conflict-management skills will reduce the number of conflict-induced resignations by a third, the sub-programme will save the SAPS a total of R 1,485,581.32 per annum. The calculations, on which this finding is based, are reflected in Table 11.

TABLE 11: PROJECTED COST OF (PREVENTABLE) CONFLICT-INDUCED RESIGNATIONS (VARIABLE 7)

ITEM	CALCULATION	RESULT*
• Resignation rates of the SAPS (i.e. resignations as a percentage of total employment: 2003-2005):		1.9% †
• Expected number of resignations among participants per annum:	1.9% of 3880 participants =	74 participants
• Expected number of participants that will resign due to conflict:	74 participants x 33% =	24.3 participants
• Preventable resignations	24.3 participants x 33% =	8 participants
• Personnel cost involved	8 x R123, 365 (average personnel cost p.a.)	R 990,387.54

Replacement cost:	$R\ 990,387.54 \times 150\% =$	R 1,485,581.32
--------------------------	--------------------------------	-----------------------

[†] SAPS annual reports (SAPS, 2004a:113; SAPS, 2005:167). ^{*}Some of the results have been rounded off

6.2.2.2 *Variable 8: Projected Rand equivalent of bullying- induced sick leave*

The direct and indirect cost of workplace conflict can be very high. It includes damage to property, disciplinary hearings, lawsuits brought on by verbal abuse, sexual harassment and physical assault, stress, and the amount of managerial time involved in addressing these incidents and their consequences (Johnson & Indvik, 1996:19). If an incident leads to the dismissal of an employee, replacement costs and lost productivity should also be added to the "bill".

Research findings indicate that between 15% and 21% of the personnel of an organisation will be the victims of bullying or a similar type of behaviour, for example sexual or general harassment (Fletcher et al., 2000:340; Johnson & Indvik, 1996:18; Williams, 2006:125). These members will take seven more days sick leave per annum, than other employees (Williams, 2006:125). The cost of bullying-induced sick leave can, therefore, be calculated as: 15% of workforce $\times$ 7 days $\times$ average worker's cost per hour. The result of this calculation is reflected in Table 12.

TABLE 12: PROJECTED COST OF BULLYING-INDUCED SICK LEAVE (VARIABLE 8)

ITEM	CALCULATION	RESULT [*]
• Estimated number of participants who will be the victims of bullying:	$3880 \times 15\% =$	582 participants
• Additional bullying induced sick leave that will be taken by these participants:	$582 \text{ participants} \times 7 \text{ days additional sick leave} =$	4074 days
Cost of bullying induced sick leave:	$4074 \text{ days} \times 8 \text{ hours} \times R64 \text{ hourly cost} =$	R 2,085,888.00

^{*}Some of the results have been rounded off to the nearest, appropriate total

A fact that should be noted is that only 'normal' sick leave was used in the calculations in Table 12. Temporary and permanent disability leave, which averaged at 29 days for affected employees (SAPS, 2004a:120, Table 7.2), was left out of the equation. Some of this type of sick leave could also be due to bullying. Another issue that was left out of the calculations was the cost of affected participants' visits to medical practitioners. The latter would have added another R16,548.12 per annum to the cost.

6.2.2.3 Variable 9: Projected Rand equivalent of conflict-induced grievance procedures

A conflict-related cost item that is often overlooked, is the production loss that is caused by a grievance procedure. In this regard, it is estimated that 50% of all grievances are caused by conflict and stress and that they lead to at least 80 hours in lost productivity by the worker and his/her co-workers (Williams, 2006:127; Wilson, 1991). If these trends are applied to the number of grievance procedures that are instituted by SAPS personnel annually (SAPS, 2004a:125, Table 9.4), the cost runs to R 141,927.13 per annum (see Table 13).

TABLE 13: PROJECTED COST OF CONFLICT- INDUCED GRIEVANCE PROCEDURES (VARIABLE 9)

ITEM	CALCULATION	RESULT *
• Total number of grievances lodged by SAPS personnel in 2003/04:		1 893 grievances [†]
• Percentage (%) of total workforce that instituted a grievance p.a.:	1 893 grievances ÷ 132 482 employees =	1.43%
• Expected number of participants that will institute a grievance p.a.:	3 880 participants x 1.43% =	55 participants
• Estimated work hours that will be lost due to grievances:	55.48 x 80 hours =	4 435 hours
• Estimated work hours that will be lost due to conflict induced grievances:	4 435 hours x 50% =	2217.6
Cost of conflict induced grievances:	2217.6 hours x R64 =	R 141,927.13

[†] Annual Report (SAPS, 2004^a: Organizational Profile) *Some of the results have been rounded off to the nearest total

6.2.2.4 Variable 10: Projected Rand equivalent of time spent on conflict management by managers

Various studies, including those of Barnes-Slater & Ford (2004) and Kivimaki (2000), have found that employees and especially managers can spend up to 50% of their time on conflict and conflict-management activities. This includes attempting to placate 'combatants', negotiating resolutions to conflicts, dealing with their results (such as absenteeism and staff turnover) or simply attempting to avoid them.

Because more than one of the conflict related issues have already been taken into account in some of the other calculations, the costing will only be limited to managers. In this regard, it will be

accepted that managers will be able to save 10% of their time if both they and their subordinates can master the appropriate conflict-management skills (cf. Williams, 2006:128). For calculation purposes (*see* Table 14), the singular SAPS manager's span of control will be taken as 1:10 (cf. Robbins, 1984:167).

TABLE 14: PROJECTED COST OF TIME SPENT ON CONFLICT AND CONFLICT-RELATED ISSUES BY MANAGERS (VARIABLE 10)

ITEM	CALCULATION	RESULT*
• SAPS manager's estimated span of control:		1 : 10
• Total number of managers that will handle participants:	3880 participants x .1 =	388 managers
• Total work hours of the managers p.a.:	388 managers x 48 weeks x 40 hours per week	744960 hours
• Total time that managers spend on the participants' conflict and conflict-related issues:	744960 hours x 10% =	74496 hours
Cost (in terms of managers' time) of dealing with participants' conflict:	74496 hours x R64 (hourly cost) =	R4,767,744

*Some of the results have been rounded off to the nearest, appropriate total

6.2.2.5 Other cost items not included in the calculations

Owing to the conservative approach that was followed in the study, numerous other conflict and bullying-related cost items were not covered in the calculations. These included the following:

- The effect of conflict and bullying on the workflow in the organisation (calculated at 10% of the combined cost of the staff involved in a particular conflict situation)
- Increases in health care-related expenses to the employer produced by conflict and bullying (estimated at 2% of the combined cost of the personnel involved).
- Conflict-incited damage to the employer's property, fraud, theft and embezzlement (estimated at 2% of the personnel's expected contribution to organisational profitability)
- The loss of production caused by physical violence in the workplace (estimated at 15% of a victim's annual compensation) (cf. Gabriel & Liimatainen, 2000; Golding, 2005:17; Hoel *et al.*, 2004; Lee, 1997; Lockhard, 2007:12; Williams, 2006:129).

6.2.3 Benefits that could be derived from the "Problem-Solving" sub-programme

Problem-solving is one of the core functions of police officials (Smith, 2004:318). Deficiencies in this regard would, therefore, have a detrimental effect on the effectiveness, speed and comprehensiveness of their services. Only two variables will, however, be used to calculate the

direct labour and other cost savings that the introduction of the Problem-Solving sub-programme could bring about. They are:

- The reductions in the sick leave that are caused by ineffective problem-solving skills
- The time that managers will spend on ineffective problem-solving skills-related problems.

6.2.3.1 **Variable 11: Projected Rand equivalent of ineffective problem-solving-related sick leave**

The calculation of the sick leave-related cost of ineffective problem-solving skills was primarily based on a study that was undertaken in a police academy in the USA by Violanti (2001:722;725). He found that an improvement in the problem-solving skills of employees was singularly the most effective strategy in combating stress. On average, it brought about a reduction of 12.06% in their stress levels (Violanti, 2001:725).

The next step in the calculation was to determine the probable cost of stress for the SAPS. Some of the findings were that at least 20% of employees would suffer from so much stress that they would take days off, that the absenteeism costs of a stressed employee were five times higher than those for other members and that work incapacity due to stress lasted 2.5 times longer than those for other illnesses (Hoel *et al.*, 2004; Lee, 1997:33, Williams, 2006:125). These findings were applied to the sick leave profile of the SAPS (2004a, Table 7.1:120) and the results are summarised in Table 15.

TABLE 15: PROJECTED COST OF INEFFECTIVE PROBLEM-SOLVING-RELATED SICK LEAVE (VARIABLE 11)

ITEM	CALCULATION	RESULT*
• Organisational average number of sick leave days per employee per annum (2003/2004):		7 days
• Projected above average number of sick leave days for stressed employees:	7 days x 2.5 - 7 days =	10.5 days
• Expected number of participants that will suffer from excessive stress:	20% X 3880 employees =	776 employees
• Number of extra sick leave days that stressed participants will take off:	776 employees x 10.5 days =	8,148 days
• Potential decrease in sick leave days due to improved problem-solving skills:	8,148 days x 12.06%* =	983 days
Cost of ineffectual problem-solving skills:	983 days x 8 hours x R64 (hourly cost)	R 503,116.19

* Cf. Violanti (2001:722-725).

*Some of the results have been rounded off to the nearest, appropriate total

In order to put the cost of problem-solving-related sick leave into perspective, it should be noted that the SAPS found that the cost of its 'normal' and disability leave came to R187,533,000 in 2004 (SAPS, 2004a:120).

6.2.3.2 Variable 12: Projected Rand equivalent of the time that managers will spend on ineffective problem-solving-related problems

Because of the direct link that exists between problem-solving and conflict (cf. Mitchell & Banks, 1996:xvii; Wheatley & Crinean, 2007:14), it was possible to assume that an improvement in an employee's problem-solving skills would reduce the extent to which he or she would become involved in conflict situations. This, in turn, would bring about a savings in *at least* one conflict-related cost item (the time that a manager would have to spend on conflict resolution). In this regard, Barnes-Slater & Ford (MGH Consulting, 2004) estimated that a typical manager would spend 30% of his/her time on conflict and conflict-related issues.

In the calculations (see Table 16), it was assumed that the improvement of problem-solving skills would only reduce the incidence of conflict by 10%. This somewhat low rating (cf. Conflict Research Consortium, 2005; Violanti, 2001:722;725) is partly due to the conservative approach that was followed in the study and the fact that conflict reduction is also used as a criterion in other variables (see Table 14).

TABLE 16: PROJECTED COST OF THE TIME SPEND ON INEFFECTIVE PROBLEM-SOLVING-RELATED PROBLEMS BY MANAGERS (VARIABLE 12)

ITEM	CALCULATION	RESULT *
• SAPS managers' estimated span of control:		1 : 10
• Total number of managers that will handle participants:	3880 participants x .1 =	388 managers
• Total work hours of the managers p.a.:	388 managers x 48 weeks x 40 hours per week	744960 hours
• Total time that managers spend on the participants' ineffective problem-solving-related problems:	744960 hours x 10% =	74496 hours
Cost (in terms of managers' time) of dealing with participants' ineffectual problem-solving skills:	74496 hours x R64 (hourly cost) =	R 4,767,744

*Some of the results have been rounded off to the nearest, appropriate total.

6.2.4 Benefits that could be derived from the "Time Management" sub-programme

Time is a scarce and finite resource (Woodcock, 2006:38-39); its use by personnel members is, therefore, one of the strongest determinates of productivity (Wojcik, 2006). This fact prompted the development and implementation of the Time Management sub-programme.

This sub-programme was based on the premise that there are three types of time viz. productive time, wasted time and time that could be delegated (Woodcock, 2006:38-39). Although the sub

programme deals with all three types of time, the calculation of its potential benefits will only focus on time wastage. In this regard, it will be accepted that SAPS personnel waste at least 20% of their time per annum on unproductive activities (see heading 6.1.4). This figure could, however, be as high as 37% (i.e. ± 3 hours) (Proudfoot Consulting, 2005; Telewest Business, 2006).

In calculating the savings that the Time Management sub-programme could bring about, only two variables will be used. They are:

- A reduction in lateness
- The elimination of “time-wasters”

6.2.4.1 Variable 13: Projected Rand equivalent of lateness-related costs

The phenomenon of lateness, i.e. arriving late for work, meetings, events, etc. has a twofold effect on the productivity of an organisation. In the first instance, lateness represents a form of absenteeism owing to the fact that the staff member concerned is not busy with the tasks he/she has been contracted and paid to do (cf. Venter, 2006:394). Lateness also has an impact on the productivity of the organisation because of the time wasted for the colleagues with whom the individual works.

Lateness is an often overlooked and underreported phenomenon. Some of the research findings in this regard are as follow:

- The reported incidence rate of lateness varies somewhat from county to country and organisation to organisation.
 - Surveys in the USA indicate that 13% of employees arrive late for work at least once a week, 17% at least seven times a month and another 24% at least once a month (ASTD, 2006).
 - On *average*, USA employees are late for work by 10 minutes (cf. Huss, 2007). The reasons for late arrival are blamed mostly on traffic (27%), falling asleep again (11%) and the time it took to get kids ready for school or day care (10%) (ASTD, 2006). Mondays are the day of the week when most late arrivals (65%) occur.
 - Between 15% and 20% of the adult population of the USA has trouble getting to where they should be on time.
 - An analysis of trends in respect of lateness among British workers in 2002/3, indicated that 31% arrived at work late at least once a month and that another 8.5% did so at least three to 11 times a month (Clark *et al.*, 2003: 298).

- In an African context, it is estimated that various forms of lateness costs the continent between 10% and 25% of potential total productivity and that in a country like Ghana, more than 50% of employees arrive late for work on at least two days of the week (Badudu, 2004).
- The true incidence rate of lateness is often obscured by low reporting rates.
 - Millar (2005) has found in a poll that two thirds of managers in the UK do not report the lateness of their subordinates and that 71% of employers have no plans to introduce disciplinary and monitoring measures to combat the phenomenon, this despite the fact that 87% of those polled view lateness as a matter of great irritation (Millar, 2005).
 - In a study of absenteeism patterns in selected North American hospitals, Pridemore (2002) found that less than 10% of all habitual latecomers, i.e. personnel who arrive more than 15 minutes late on two or more occasions per week, were subjected to disciplinary hearings.
- During the period 2004-2005, the SAPS addressed 347 cases of disciplinary hearings of personnel who were absent from duty without leave, 133 who reported late for duty and 81 who went of duty without permission (SAPS, 2005: Table 9.3:181).

In the calculation of the probable trends in respect of lateness in the SAPS, the results of the studies that were undertaken in the USA and the UK (and not Africa) will be used as a basis. In this regard, it would be assumed that 17% of personnel would arrive late for work by at least 10 minutes on seven workdays of the month. This will cost the organisation a total of R 541,751.47 in lost productivity per annum (see Table 17).

TABLE 17: PROJECTED COST OF LATENESS (VARIABLE 13)

ITEM	CALCULATION	RESULT*
• Expected total number of participants that will be late for 7 workdays per month:	$17\% \times 3880 \text{ participants} =$	659.6 participants
• Total number of 'production minutes' lost due to lateness per annum (2003):	$659.6 \text{ participants} \times 70 \text{ min.}^* \times 11 \text{ months} =$	507892 minutes
• Total number of workdays lost due to lateness per annum (2003):	$507892 \text{ min.} \div 60 =$	8464.9 hours
Total cost of lateness per annum:	$8464.9 \text{ hours} \times R64 \text{ (hourly cost)} =$	R 541,751.47

* 7 days x 10 min (average number of minutes lost per event) *Some of the results have been rounded off to the nearest total

6.2.4.2 Variable 14: Projected Rand equivalent of "time-wasters"

It is a core intended outcome of the Time Management sub-programme to enable participants to prioritise their workload effectively and to eliminate the factors that impede their effective use of

available time. The latter so-called “time-wasters”, can take on a variety of forms. They include procrastination, presenteeism, ineffectual meetings, interruptions and searches.

- **Procrastination**

- Procrastination, i.e. the deferment or avoidance of an action or task to a later time, tends to be both time-consuming and detrimental to a quality of a service (cf. University of Toronto, 2006).
- In a study conducted by Douglas (2001) among 2,100 administrative assistants and secretaries in the USA, time-wasters ranked as the second biggest time management problem they experience.

- **Presenteeism**

- Presenteeism encompasses the loss of production that occurs when an employee is *at* work but not working to his/her full capacity or not functioning at his/her full ability (Bagwell, 2000:142; Yende, 2005:15).
- The different forms of absenteeism can, according to Ceridian (2006), account for up to 61% of an employer’s total lost productivity costs. Some research findings indicate that, on average, 27 minutes a day are lost to private phone calls and the reading and writing of personal emails/SMS messages and 20 minutes to non-work-related/personal discussions with colleagues (Bizblog, 2007; Telewest Business, 2006).

- **Ineffectual meetings**

- Although the number and duration of meetings differ widely from setting to setting, their planning, organisation and duration can take up to 25% of a manager’s time (cf. Anon., 2007^a; Anon. 2007^b; Fowler & Woodbery, 2000).
- Meetings as such are not time-wasters. A loss of production occurs when they are unnecessarily long (wastes an average of 12 minutes) and need to be scheduled and rescheduled (wastes an average of 8 minutes) (Telewest Business, 2006).

- **Other “time-wasters”**

- Time wasted owing to deficient time management and organising skills can take on a variety of other forms. On a daily basis, it could include trying to locate colleagues (12 minutes), searching for misplaced data (30-72 minutes), asking others for files or documents (9 minutes) and dealing with avoidable interruptions (30-126 minutes) (cf. Adkins, 2003; Anon. 2007^b Lyman, 2005; Williamson, 2006).

If the average SAPS employee follows international trends, it would imply that he/she could waste up to 178 minutes (nearly three hours) per day on unproductive behaviour (cf. Proudfoot Consulting, 2005). It would, however, be inappropriate to use only this finding as a baseline for the calculation of the potential saving that the Time Management sub-programme could bring about.

For calculation purposes, it would be assumed that only 20% of the attendees of the sub-programme would be 'time-wasters' (see heading 6.1.4) and that they would be able to reduce this trend by 20% (i.e. by 35 minutes per day). The latter is less than Spearhead's finding that most people could save up to 25% of their time when they are shown how to use it more effectively (Spearhead Training, 2007). The result of the calculations based on these assumptions is reflected in Table 18.

TABLE 18: PROJECTED COST OF "TIME-WASTERS" (VARIABLE 14)

ITEM	CALCULATION	RESULT*
• Expected total number of participants who would be 'time-wasters':	20% x 3880 participants =	776 participants
• Assumed number of minutes that they would spend on time wasting activities per annum:	776 participants x 35 minutes x 5 days x 48 weeks =	6518400 minutes
• Number of hours that they would spend on time wasting activities per annum:	6518400 minutes ÷ 60 =	108640 hours
Cost of (preventable) time-wasters:	108640 hours x R64.00 =	R 6,952,960.00

*Some of the results have been rounded off to the nearest, appropriate total

6.2.5 Variable 15: The net contribution of the sub-programmes to labour and other cost savings

The items covered in variables 4 to 16 only represent the *2003 cost of these problems* to the SAPS and, therefore, the *potential labour and other cost savings* that the Life Skills Programme could bring about. In order to determine the *probable* contribution of the Programme, the average net improvement that it brought about in the participants' knowledge, attitudes and behaviour was used as a basis. The average net improvement as based on the various studies (Articles 1, 2 & 3, Huisamen, 2003; Jansen van Vuuren, 2005; Nel, s.a.; Williams, 2003), came to 18.2%. This implies that the 3880 SAPS personnel members who attend the programme annually would only be able to convert 18.2% of their learning experience into actual cost savings. If this formula is used, the savings per year for 2003, 2004 and 2005 will come to:

- R 4,863,543 for 2003
- R 5,252,626 for 2004
- R 5,672,836 for 2005 (see Worksheet 7).

7. THE ROI, NPV, PAYBACK PERIOD, IRR AND LEARNING COST PER PARTICIPANT OF THE LIFE SKILLS PROGRAMME

The results of the return on investment (ROI), net present value (NPV), payback period, internal rate of return (IRR) and learning cost per participant calculations are contained in Worksheet 8. It should be noted that these calculations are based on the *total cost* of the Programme (see Table 4), but only the *benefits of the selected* sub-programmes (see Worksheet 7).

WORKSHEET 8: ROI AND ASSOCIATED MEASUREMENTS OF THE LIFE SKILLS PROGRAMME

THE ROI AND ASSOCIATED MEASUREMENTS OF THE LIFE SKILLS PROGRAMME			
	Year 1 (2003)	Year 2 (2004)	Year 3 (2005)
ROI (Return on Investment)	1797%	4026%	6228%
NPV (Net Present Value)	R 2,061,038	R 4,768,335	R 7,443,123
Payback Period (months)	0.67		
IRR (Internal Rate of Return)	1697%	1813%	1819%
Learning cost per participant (Productivity loss excluded)	R 99		
Note: The calculations were done with the programme and formulas developed by Meyer <i>et al.</i> (2003) and the data contained in Table 4 and Worksheet 7			

As measuring instruments, the ROI, NPV, payback period, IRR and learning cost per participant has each its own strengths and weaknesses. In order to provide a clear and complete picture of the return that the SAPS could potentially receive on their investment in the programme, the nature and results of each of these measurements will be discussed separately.

The ROI represents the percentage of return on the intervention over a period of three years. It equals the present value of the accumulated net benefits (gross benefits less ongoing costs) over the three years divided by the initial costs. Three years is used as the time span because the sub-programmes might become obsolete after this period. The calculations entail the following:

- With the initial total cost of R 121 464 (see Worksheet 9), the ROI would be 1797% (year 1/2003), 4026% (year 2/2004) and 6228% (year 3/2005).
- This implies that for every R1 spent on this programme, the return for the SAPS will potentially be R1797 for 2003, R4026 for 2004 and R6228 for 2005.

While the ROI provides the percentage (%) return on investment per year, it does not say anything about the magnitude of the endeavour. For example, a 100% return may seem attractive initially, but a 50% return on a R300 000 investment would be much better than a 100% return on a R10 000 programme. This is the reason for calculating the net present values as well.

Net present value (NPV) provides the Rand value of the expected return and, therefore, indicates the magnitude of the programmes. It is calculated by adding the present value of the net benefits for each year over a specified period of time and then subtracting the initial costs of the project. In the case of this programme, the value came to R 2 061 038 (year 1/2003), R 4 768 335 (year 2/2004) and R 7 443 123 (year 3/2005). These amounts can also be viewed as the Rand value of the savings that the programme has for the SAPS.

A downside of the NPV and other calculations are that they do not indicate when or how quickly the savings will occur. This is determined by the payback period. As indicated in Worksheet 8, the SAPS will theoretically recoup its investment in the Programme within 0.67 months (0.67 x 22 work days $\approx$ 15 work days) after its implementation.

Internal rate of return (IRR) is the most sophisticated of the above metrics and is used to analyse multi-year investments. It calculates the percentage rate by discounting the net benefits for the time period to the point where they equal the initial costs. The IRR or investment rate for this Programme was equal to 1697% (year 1/2003), 1813% (year 2/2004) and 1819% (year 3/2005).

The last calculation focused on how much it cost Police Social Work Services to present the Life Skills Programme to each participant. This was calculated by dividing all the costs incurred in the development, presentation and evaluation of the impact of the Programme by the number of participants that it would be presented to over the three years. It came to an average of R99 per participant per 16 hour session (loss of productivity excluded).

8. THE CASH FLOW STATEMENT OF THE LIFE SKILLS PROGRAMME

Worksheet 9 contains the cash flow statement of the Life Skills Programme. It incorporates all the information that was generated by the various “input” worksheets and provides an overview of how the SAPS’s “bank account” will benefit (or be in deficit) from implementing the Programme. The cash-flow statement covers three years (2003-2005). It contains the initial cost or investment that had to be made to enable the programme to be developed and become operational. The bank

balance at the beginning of the period will be zero and become negative due to the initial investment in the programme. During the three years, the monetary return on the investment will be gained and the bank balance will return to positive figures. This will remain for as long as the cost of operating the programme does not exceed the benefits achieved (Meyer *et al.*, 2003:114).

WORKSHEET 9: CASH FLOW STATEMENT FOR THE LIFE SKILLS PROGRAMME (2003-2005)

	<i>Initial cost</i>	Year 1 (2003)	Year 2 (2004)	Year 3 (2005)	Total
Bank balance at beginning of the year	R0	(R121,464)	R2,061,038	R4,768,335	
Income					
Improvements in quality of service	R0	R1,598,252	R1,598,252	R1,598,252	R4,794,757
Labour and other cost savings	R0	R4,917,776	R5,311,198	R5,736,094	R15,965,068
Total	R0	R6,516,028	R6,909,450	R7,334,346	R20,759,824
Payments					
Gap Analysis	R2,673	R0	R0	R0	R2,673
Design and Development	R118,791	R0	R0	R0	R118,791
Presenters' costs	R0	R302,802	R 302,802	R 302,802	R908,405
Participants' costs	R0	R3,988,815	R3,857,440	R4,314,846	R12,161,101
Assessment	R0	R31,910	R31,910	R31,910	R95,731
Fixed Costs	R0	R10,000	R10,000	R10,000	R30,000
Total	R121,464	R4,333,527	R4,202,152	R4,659,558	R13,316,701
<i>Surplus/shortfall</i>	(R121,464)	R2,182,501	R2,707,298	R2,674,788	
<i>Bank balance at end of the year</i>	(R121,464)	R2,061,038	R4,768,335	R7,443,123	
Note: The calculations were done with the programme and formulas developed by Meyer <i>et al.</i> (2003) and the data contained in Table 4 and Worksheet 7					

The row "Bank balance at the end of the year" (Worksheet 9) shows the accumulated surplus of the programme. Even with the extremely conservative approach that was followed in the calculation of the benefits of the programme, it amounted to an astonishing R7 443 123 in three years.

9. MAIN FINDING

The overall results that were achieved with the calculation of the return of investment (ROI), net present value (NPV), payback period and internal rate of return (IRR) proved that the Life Skills Programme is a lucrative investment for Police Social Work Services and the South African Police Service as a whole. If this result is linked to the high effect measurements that were achieved by its constituent sub-programmes (cf. Articles 1, 2 & 3), it can be concluded that the Life Skills Programme is a powerful capacity-building instrument in the hands of police social workers.

10. CLOSING REMARKS

An analysis of local and international literature and research has indicated that the utilisation of ROI analyses especially in social work practice is still in its infancy. To a large extent, this could be attributed to various difficulties in translating social work outcomes into monetary terms. It was, however, attempted through the use of indicator measurements in this research. This process, which produced substantive results, could also be used as a guideline for similar types of research in occupational and even generic social work settings. In this way, the social work profession would be able to respond more effectively to the accountability demands placed on it by employers and the community at large.

REFERENCES

- ADKINS, S. 2003. *ROI from Workflow-Based E-Learning: Time is money*. [Web:] <http://www.learningcircuits.org/2003/oct2003/adkins.htm> [Date of use: 22.01.2007]
- AMERICAN LUNG ASSOCIATION. 2006. *Well workplace challenge employer toolkit*. [Web:] <http://www.HealthyJackson.org> [Date of use: 2006.08.11].
- ANON. 2007^a. *Total Success Newsletter: Time management*. [Web:] <http://www.tsuccess.dircon.co.uk/timemangementtips.htm> [Date of use: 2007.09.08]
- ANON. 2007^b. 10 Time management myths. *Zoho Writer* [Web:] <http://zohowriter.com/public/26433/70505> [Date of use: 2007.10.01]
- ANTHEM BLUE CROSS. 2007. *Perspectives on health care- obesity*. [Web:] <http://www.bizvoicemagazine.com/we-obesity.htm> [Date of use: 2007.01.22]
- ASK AFRICA. 1997. *South African Police Service: Social Work Services needs assessment: research report*. Pretoria: SAPS
- ASTD. 2006. *Key steps of blended learning*. [Web:] <http://www.cnn.com> [Date of use: 2007.01.24]

- BADUDU, F.M. 2004. *Time: the downfall of African corporate culture*. [Web:] <http://www.africaninsight.info/productivity/perceptions> [Date of use: 2007.10.24]
- BAGWELL, D.C. 2000. *Financial and work outcomes of credit counselling clients*. Virginia: National Institute for Personal Finance Employee Education, Virginia Tech.
- BARNES-SLATER, C. & FORD, J. 2004. *Measuring conflict: both the hidden costs and the benefits of conflict management interventions*. Mediate.com [Web:] <http://www.LawMemo.com> [Date of use: 2005.11.23].
- BARTEL, A.P. 2000. Measuring the employer's return on investments in training: evidence from the literature. *Industrial Relations*, Vol. 39 (3).
- BIZBLOG. 2007. *Personal phone calls*. [Web:] <http://www.bizblog24.co.uk/labels/invoice.html> [Date of use: 2007.08.22]
- BROOKINGS INSTITUTE. 2002. *Metrics-Based Management: ROI spoken here*. [Web:] http://download.microsoft.com/documents/uk/windowsserversystem/businessintelligence/whitepapers/FY05_BI_Business_Article-Metrics-based_Management.doc [Date of use: 2006.08.11]
- CARMICHAEL, T. & SUTHERLAND, M. 2005. *A holistic framework for the perceived return on investment in an MBA*. Graduate School of Business Administration, University of the Witwatersrand, RSA. Volume 36(2), March, 2005.
- CERIDIAN, 2006. *The lights are on, but nobody's home: preventing presenteeism*. [Web:] <http://www.ceridian.com/myceridian/connection> [Date of use: 2007.01.24]
- CLARK, K., PETERS, S.A. & TOMLINSON, M. 2003. The determinants of lateness: evidence from British workers. *Scottish Journal of Political Economy*. Vol. 52(2): pp. 282-304
- CONFLICT RESEARCH CONSORTIUM, UNIVERSITY OF COLORADO (USA). 2005. *Analytical problem solving*. [Web:] <http://www.colorado.edu/conflict/peace/treatment/amps.htm> [Date of use: 2005.07.19].
- COULTIER, C. H. & CEBS. 2006. The employer's case for health management. *Benefits Quarterly*. Philadelphia, PA. First Quarter 2006, pp. 23-33.
- DANA MEDIATION INSTITUTE (DMI). 2001. *The Dana measure of financial cost of organizational conflict*. [Web:] <http://www.mediationworks.com> [Date of use: 2005.12.08].
- DE VOS, A.S. 2002. Programme evaluation. (In De Vos, A.S. (ed.) 2002. *Research at grass roots for the social sciences and human service professions*. Pretoria: Van Schaik).
- DESTINY HEALTH INSURANCE COMPANY. 2006. *Are your employees healthy or not?* [Web:] <http://destinyhealth.com> [Date of use: 2006.08.11]

DMI **see** DANA MEDIATION INSTITUTE (DMI)

DOUGLAS, P.A. 2001. *Procrastination – overcoming inertia*. [Web:] <http://www.padouglas.com>
[Date of use: 2007.10.25]

ENGEL, R. S. & WORDEN, R.E. 2003. Police officers' attitudes, behavior and supervisory influences: an analysis of problem solving. *Criminology*, Vol. 41(1):131-166.

ERASMUS, C. 2003. *Fisieke instandhouding en wetstoepassing: 'n impakstudie op die Suid Afrikaanse Polisiediens*. Pretoria, University of Pretoria. (DPhil (Human Movement Science))

FITZ-ENZ, J. & DAVISON, B. 2002. *How to measure human resources management*. New York: McGraw-Hill

FLETCHER, T.A, BRAKEL, S.J. & CAVANAUGH, J.L. 2000. Violence in the workplace: new perspectives in forensic mental health services in the USA. *British Journal of Psychiatry*. Vol. 176: 339-344.

FOWLER, B. & WOODBERY, B. 2000. *Effective meeting management*. [Web:] http://scc-fl.com/hr/lc/media/effective_meeting_mngt.ppt [Date of use: 2007.10.25]

GABOR, P.A., UNRAU, Y.A. & GRINNELL, R. 2001. *Program-level evaluation*. (In Grinnell, R.M. (ed.) *Social work research and evaluation: quantitative and qualitative approaches*. 6th ed. Belmont: Brooks/Cole. P. 481-509.)

GABRIEL, P. & LIIMATAINEN, M-R. 2000. *Mental health in the workplace*. Geneva: International Labour Office. (ISBN 92-2-112223-9)

GOEDECKE, J.H., JENNINGS, C.L. & LAMBERT, E.V. 2005. *Obesity in South Africa*. (In Steyn, K., Fourie, J. & Temple, N. (eds.) *Chronic diseases of lifestyle in South Africa: 1995-2005*. Tygerberg: Medical Research Council (Chapter 7, pp. 65-79)).

GOLDING, A. 2005. *Contemporary workplace issues*. [Web:] <http://www.ilr.cornell.edu/library/research/worldOfWork> [Date of use: 2007.10.17]

GORDIAN HEALTH SOLUTIONS INC. 2006. *Managing the obesity problem*. [Web:] <http://www.gordian-health.com> [Date of use: 2006.08.11]

GREEN, P. & SKINNER, D. 2005. Does time management training work? An evaluation. *International Journal of Training and Development*, Blackwell Publishing Ltd., Oxford, UK, 2005.

HEALTH PROMOTION ADVOCATES. 2006. *The health and economic case for health promotion*. [Web: <http://www.healthpromotionadvocates.org>] [Date in use: 2007.09.03]

- HINKEN, G.G. 2006. *The organizational impact of smoke break management in Strategic Air Command*. Defense Technical Information Center. [Web:] <http://www.stinet.dtic.mil/oai/oai?> [Date of use: 2002.01.26]
- HOEL, H., SPARKS, K. & COOPER, C.I. 2004. *The cost of violence/stress at work and the benefits of a violence/stress-free working environment*. Report Commissioned by the International Labour Organization (ILO), Geneva. [Web:] <http://www.workstress.net/bobby/cost.htm> [Date of use: 2005.11.23].
- HUISAMEN, P. 2003. *'n Evaluasie van die tydsbestuur, doelwitbeplanning en probleemoplossing kapasiteitsbouprogramme van die Suid-Afrikaanse Polisiediens*. Potchefstroom: North-West University. Theses: M.A. (Social Work).
- HUISAMEN, P. 2005. *Die effek van die besluitnemings- en lewensdoelkomponente van die SAPD se Selfbestuur Personeelkapasiteitsbouprogramme*. Potchefstroom Campus: North-West University. Thesis Ph.D. (Social Work).
- HUSS, M. 2007. *Worker lateness costs business 66 million pounds every year*. [Web:] http://www.bytestart.co.uk/content/news/1_12/late-for-work.shtml [Date of use: 22.02.2007]
- JANSEN VAN VUUREN, A.J.E. 2006. *An Evaluation of the "Healthy lifestyle" and "Coping with Change" personnel capacity building programmes of the South African Police Service*. Potchestroom: North-West University. Thesis M.A. (Social Work).
- JOHNSON P.R. & INDVIK, J. 1996. Stress and workplace violence: it takes two to tango. *Journal of Managerial Psychology*. Vol. 11(6): pp. 18-27
- KEE, J.E. 2004. Cost-effectiveness and cost-benefit evaluation. (In Wholey, J.S., Hatry, H.P. & Newcomer, K.E. *Handbook of practical program evaluation*. 2nded. San Francisco (Calif): Jossey-Bass pp. 506-541).
- KIVIMAKI, M, ELOVAINIO, M & VAHTERA, J. 2000. Workplace bullying and sickness absence in hospital staff. *Journal of Occupational and Environmental Medicine*. Vol. 57: October, pp. 656-660.
- LAUER, R.H. & LAUER, J.C. 2004. *Social problems and the quality of life*. New York: McGraw-Hill. Pp.266-291.
- LEE, D. 1997. Employee stress: the true cost. *John Liner Review*, 11(3):33-38.
- LOCKARD, L. 2007. *Workplace conflict resolution*. [Web:] <http://www.leslielockard.com/workplace.htm>. [Date of use: 2007.09.20]

- LYMAN, J. 2005. *When technology wastes time*. [Web:] <http://www.technewsworld.com> [Date of use: 2007.01.25].
- MARSHALL, R. 1999. *Return-on-investment (ROI) analysis of education and training in the construction industry*. [Web:] <http://www.cdc.gov/elcosh/docs/d10100/d000132.html>. (Date of use: 2006.08.09)
- MEYER, M., OPPERMAN, C. & DYRBYE, C. 2003. *Measuring ROI in training*. (In Microsoft Knowres Publishing '03.) [CD-ROM.]
- MGH CONSULTING *see* Barnes-Slater.
- MILLAR, M. 2005. Employee lateness reduces productivity. *Personnel Today*. [Web:] <http://www.personneltoday.com/Articles/2005/04/20/29372/employee-lateness-reduces-productivity.html> [Date of use: 2007.07.01]
- MITCHELL, C. & BANKS, M. 1996. *Handbook of conflict resolution: the analytical problem-solving approach*. London: Pinter.
- MITCHELL, W.A. 2005. *Editorial: The value of evaluation*. *Social Work Practitioner-Researcher/ Maatskaplikewerk Navorsers-Praktisyn*. Vol. 17(2): i-ii.
- MOREAU, M., VALENTE, F., MAK, R., PELFRENE, E., DE SMET, P., DE BACKER, G. & KORNTITZER, M. 2004. Obesity, body fat distribution and incidence of sick leave in the Belgian workforce: the Belstress study. *International Journal of Obesity*. Vol. 12(5), pp. 574-582, 10 February 2004.
- MULLINS, L.J. 2005. *Management and organizational behavior*. London: Pearson Education Limited.
- NEL, J. E. s.a. *'n Evaluasie van die "Be Money Wise" en "Self-Knowledge" Kapasiteitsbouprogramme van die Suid-Afrikaanse Polisiediens*. Potchefstroom: North-West University. Partially completed theses: M.A.(Social Work).
- NEWELL, S. 2002. *Creating the Healthy Organization. Well-being, Diversity and Ethics at Work*. London: Thomson Learning. Pp. 45-51.
- NIDDK. 2006. *Statistics related to overweight and obesity*. [Web:] <http://win.niddk.nih.gov/statistics/index.htm> [Date of use: 2007.01.22]
- NIHCM (NATIONAL INSTITUTE FOR HEALTH CARE MANAGEMENT). 2006. *Building new partnerships and community commitment*. [Web:] <http://www.nihcm.org> [Date of use: 2006.08.11]

- NORMAN, R., MQOQI, N. & SITAS, F. 2006. Lifestyle-induced cancer in South Africa. (In Steyn, K., Fourie, J. & Temple, N. (eds.) *Chronic diseases of lifestyle in South Africa: 1995-2005*. Tygerberg: Medical Research Council (Chapter 12, pp. 142-185)).
- ORREN, C. 2004. *An EAP impact and cost benefit analysis at a South African national organization*. Pretoria: University of Pretoria. (Dissertation-MA).
- PHILLIPS, P.P. 2002. *The Bottom line on ROI*. Atlanta: CEP Press.
- POSNER, R. 2007. *Assessing the global risk of chronic diseases*. [Web:] <http://globalenvision.org/index.php?> [Date of use: 2007.09.23]
- POWELL, B. 2005. *ROI of recruiters*. *IQ Insight*. [Web:] <http://www.iqpartners.com> [Date of use: 2005.12.05].
- PRIDEMORE, D. 2002. *Absenteeism patterns in selected hospitals*. [Web:] <http://www.nhs.com/content/disciplinarytrends> [Date of use: 2007.10.26]
- PROUDFOOT CONSULTING. 2005. *An international study of company-level productivity*. [Web:] <http://www.proudfootconsulting.com> [Date of use: 2006.09.09]
- PSWS *see* SOUTH AFRICA (Rep.), POLICE SOCIAL WORK SERVICES.
- PUONE, T., STEYN, K., BRADSHAW, D., LAUBSCER, R., FOURIE, J., LAMBERT, V. & MBANANGA, N. 2002. *Obesity in South African Demographic and Health Survey*. [Web:] <http://www.obesityresearch.org/cgi/content/abstract/10/10/1038> [Date of use: 2007.01.22]
- ROBBINS, S.P. 1984. *Management: concepts and practices*. Englewood Cliffs: Prentice-Hall.
- S.A. MEDICAL RESEARCH COUNCIL *see* SOUTH AFRICAN MEDICAL RESEARCH COUNCIL
- SALOOJEE, Y. 2005. Tobacco control in South Africa. (In Steyn, K., Fourie, J. & Temple, N. (eds.) *Chronic diseases of lifestyle in South Africa: 1995-2005*. Tygerberg: Medical Research Council (Chapter 5, pp. 48-57)).
- SAPS *see* SOUTH AFRICA (Rep.) SOUTH AFRICAN POLICE SERVICE.
- SHEPHERD, C. 2005. *Learning object design assistant*. [Web:] <http://www.fastrak-consulting.co.uk> [Date of use: 2005.04.15].
- SIGMA ASSESSMENT SYSTEMS INC. 2006. *The economic benefits of the ESQ-CC*. [Web:] <http://www.sigmaassessmentsystems.com/articles/esq-cbenefits.asp> [Date of use: 2007.01.29]

- SMITH, I.W. 2004. Continuing professional development and Workplace Learning: Human Resource Development: Measurement: Measuring Return on Investment. *Library Management*. Vol. 25, (6-7):318-320.
- SMOKENDERS, 2005. *Smokers in the corporate environment*. [Web:] <http://www.smokers.co.za/smokers...> [Date of use: 2007.01.27]
- SOUTH AFRICA (Rep.), INDEPENDENT COMPLAINTS DIRECTORATE (ICD). 2004. *Annual Report: 2003/04*. Pretoria: Government Printer.
- SOUTH AFRICA (Rep.), POLICE SOCIAL WORK SERVICES. 2001. *Annual Report, 1 April 1999 - 31 March 2001*. Pretoria: SAPS.
- SOUTH AFRICA (Rep.), SOUTH AFRICAN POLICE SERVICE. 2001. *Life Skills Programme*. Pretoria: Social Work Services.
- SOUTH AFRICA (Rep.), SOUTH AFRICAN POLICE SERVICE. 2005. *Agreement 3/2005: On Employment Relations Manual. Safety and Security Sectoral Bargaining Council*. Pretoria: SAPS.
- SOUTH AFRICAN COMMUNITY EPIDEMIOLOGY NETWORK ON DRUG USE (SACENDU). 2005. *Alcohol and drug abuse trends: January 2004 – June 2005 (phase 16-18)*. [Web:] <http://www.sahealthinfo.org/admodule/sacendu.htm> [Date accessed: 2006.07.17].
- SOUTH AFRICAN MEDICAL RESEARCH COUNCIL. 2006. *Media release on the Occasion of the Launch of the 2005/6 Annual Report, SA Medical Research Council*. [Web:] <http://www.mrc.ac.za/pressreleases/9pres> [Date of use: 2007.01.17]
- SOUTH AFRICAN POLICE SERVICE. 2003^a. *Annual report: 2002-2003*. Pretoria: Government Printer
- SOUTH AFRICAN POLICE SERVICE. 2004. *Annual report: 2003-2004*. Pretoria: Government Printer
- SOUTH AFRICAN POLICE SERVICE. 2005. *Annual report: 2004-2005*. Pretoria: Government Printer.
- SOUTH AFRICAN POLICE SERVICE. 2006. *Annual report: 2005-2006*. Pretoria: Government Printer.
- SPEARHEAD TRAINING. 2007. *Personal development, self and time management*. [Web:] <http://www.spearhead-training.com/personaldevelopment/time-management.php> [Date of use: 2007.02.26].

- SPORTS SCIENCE INSTITUTE OF SOUTH AFRICA. 2007. *Programmes: chronic diseases reduction & reversal*. [Web:] <http://www.ssis.com/pchronicdisease.asp> [Date of use: 2007.03.09]
- STEYN, H.S. 2005. Practical significance of the difference in means. *Journal of Industrial Psychology*, 26(3):1-3.
- STUTTERHEIM, E. & MORUANE, S. 2002. The repositioning of social work in the SAPS. (In Weyers, M. L. (ed.) *Repositioning social work within a changing environment: a collection of papers presented at the 2002 National Conference of the Joint University Committee for Social Work*. Potchefstroom: School for Psychosocial Behavioural Sciences, PU for CHE. Pp.168-178.)
- STUTTERHEIM, E. & WEYERS, M.L. 2002. Strengths-focused intervention: the new approach of the Social Work Service of the South African Police Service (SAPS). *Social Work/Maatskaplike Werk*, 40(1):1-14.
- SWANEPOEL, M. 2007. A verbal interview with researcher. Financial Services, SAPS Provincial Office: Gauteng.
- TELEWEST BUSINESS. 2006. *Misuse of office technology adds more than two hours to the working day*. [Web:]http://www.bytestart.co.uk/content/news/1_12/technology-work-load.shtml [Date of use: 2007.10.07].
- TERRERI, A. 2003. Good choices, good health. *Business NH Magazine*, September 2003, pp. 31-33.
- TRAVAGLIONE, A. & MARSHALL, V. 2000. *Human resource strategies: an applied approach*. South Yarra (Australia): McGraw-Hill Pp. 271-305.
- TSAI, S.P., WEN, C.P., HU, S.C., CHENG, T.Y. & HUANG, S.J. 2005. *Workplace smoking related absenteeism and productivity costs in Taiwan*. [Web:] <http://www.shan.tsai@shell.com> [Date of use: 2007.01.18]
- U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES. 2006. *Statistics related to overweight and obesity*. [Web:] <http://www.win.niddk.nih.gov> [Date of use: 2007.01.22]
- UNIVERSITY OF TORONTO. 2006. *Procrastination*. [Web:] <http://www.uts.utoronto.ca/couselling> [Date of use: 2007.01 25].
- VENTER, F. 2006. *The Cultural Difference in Time and Time Management: A Socio-Demographic Approach*. Vanderbijlpark: North-West University, Vaal Triangle Campus. Pp. 39-49.
- VIOLANTI, J.M. 2001. Coping strategies among police recruits in a high-stress training environment. *Journal of Social Psychology*, 132(6), 717-729.

- VIOLETTE, J.A. 1990. Employee wellness is good business. *CPA Journal Online* [Web:] <http://www.nysscpa.org/cpajournal/old/09709005.htm> [Date of use: 2007.03.07]
- WEYERS, M.L. 2005. *The ROI way out: An exploration of the use of return on investment (ROI) analyses in social work training and practice* (Paper presented at the National Conference of the Association of South African Social Work Education Institutions (ASASWEI), 6-7 September 2003. Stellenbosch, South Africa.
- WHEATLEY, M.J. & CRINEAN, G. 2007. Solving problems: try a five-stage approach to intelligent action. *Leadership Excellence* [Web:] <http://www.eep.com/Merchant//newsite> [Date of use: 2007.07.13]
- WHO *see* WORLD HEALTH ORGANIZATION.
- WILLIAMS, H.M. 2003. *An evaluation of the "Managing Stress Effectively" Personnel Capacity Building Programme of the South African Police Service*. Potchefstroom: North-West University. Theses: M.A. (Social Work).
- WILLIAMS, H.M. 2006. *The effect of the Human Relations and Health Maintenance components of the South African Police Service Self-Management Programme*. Potchefstroom: North-West University. Theses: Ph.D. (Social Work).
- WILLIAMS, H.M. 2007. *Interview with author*. Pretoria. PSWS Subsection Head: Policy and Research.
- WILLIAMSON, M. 2006. *What are productivity time-wasters?* [Web:] <http://www.catalogs.com> [Date of use: 2007.01.25].
- WILSON, B. 1991. U.S. Business Suffer from workplace conflict. *Personnel Journal*. July, 1991:47-50.
- WOJCIK, J. 2006. Few employers adopt stop-smoking programs. *Business Insurance*. Vol. 40 (50) pp 4, 26 Dec 11, 2006 [Web:] <http://www.businessinsurance.com> [Date of use: 2007.01.26]
- WOLFE, I.S. 2004^a. Cost of obesity. *All About Workplace Stress*. [Web:] <http://www.allaboutworkplacestress.com/obesity.html> [Date of use: 2007.01.24].
- WOLFE, I.S. 2004^b. Human capital management. *All About Workplace Stress*. [Web:] <http://www.allaboutworkplacestress.com> [Date of use: 2007.01.24].
- WOODCOCK, E.W. 2006. Incorporate time savers into every aspect of practice. *Cosmetic Surgery Times*, August 2006, pp. 38-42.
- WORK RELATIONSHIPS INC. 2000. *Measuring your ROI for interpersonal risk management* [Web:] <http://www.workrelationships.com/s> [Date of use: 2007.09.20]

WORLD HEALTH ORGANIZATION. 2003. *Investing in mental health*. Geneva: Department of Mental Health and Substance Dependence, Non-communicable Diseases and Mental Health. (ISBN 92-4-156257-9)

WORLD HEALTH ORGANIZATION. 2007. *Global strategy on diet, physical activity and health: obesity and overweight*. [Web:] <http://www.who.int/dietphysicalactivity/publications/facts/obesity> [Date of use: 2007.01.24]

YENDE, P. M. 2005. *Utilising employee assistance programmes to reduce absenteeism in the workplace*. Johannesburg: University of Johannesburg. (Magister in Business Management) Pp.15-32.

SECTION 3:

CONCLUSIONS, GUIDELINE AND RECOMMENDATIONS

1. INTRODUCTION

The origins of the research that was covered in this manuscript can, basically, be traced back to a decision taken during the September 1999 National Conference of Police Social Work Services to start with the development and implementation of various personnel capacity-building programmes. These included the comprehensive Life Skills Programme.

Soon after their implementation, it became apparent that the impact of the interventions should be analysed more scientifically. This was not only required to ensure that they did indeed meet the specific needs of personnel, but also that the service represented a worthwhile investment of the organisation's time, money and manpower. The EPCBP research project was subsequently launched in November 2001. It included a study aimed at measuring the effect of the Conflict Management, Assertiveness and Anger Management Programmes on SAPS personnel and the Life Skills Programme as a whole' return on investment. The hypothesis that was to be tested, was that the (sub-)programmes did have a practical significant influence on the knowledge, attitude and behaviour of personnel and represented a cost-effective investment by the South African Police Service.

The results obtained via the empirical research have already been covered in detail in four separate articles (*see* 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 pre-test/post-test design was an appropriate departure point in determining the effect of the (sub-)programmes. Its combination with triangulation countered many of the risks that are inherent in the use of non-standardised measurement instruments. An important macro conclusion that could be reached is that the specific type of design and procedure can be used more broadly in the measurement of the effect of structured social work interventions.

3. CONCLUSIONS REGARDING THE EFFECT OF THE PROGRAMMES

In the research, the 'effect' of the programmes mainly referred to the change that they brought about in respondents' knowledge, attitudes and behaviour. This was measured with the help of Cohen's formula for the calculation of effect size. The research results indicated that this formula was very robust and could produce scientifically sound measurements that were, in addition, easy to

interpret. As in the case of the research design and procedure, the formula could also be used more widely in social work research.

The results achieved with the measurements indicated that all three programmes had a positive effect on participants' knowledge, attitudes and intended behaviour. From these findings, coupled with the participants' evaluation of the programmes' value and relevance, it could be concluded that it improved their job performance and functioning, and also benefited them personally. If the participants' and presenters' recommendations are accepted, the organization should ensure that all SAPS personnel attend these programmes.

4. CONCLUSIONS REGARDING THE QUALITY OF THE PROGRAMME PRESENTATIONS

The personnel capacity-building programmes were presented across South Africa by a large number of different SAPS social workers. For this reason, the quality of the presentations and the circumstances that surrounded the training had to be determined. Any deficiencies in this regard could have had a negative impact on the potential effect of the programmes. The results achieved with the measuring instrument that was specifically developed and standardised for the measurement of this factor, however, indicated that the presentations were generally of a very high standard. There were, however, some deficiencies that need to be addressed. 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. The language, in which the programme was presented (English), was also a problem. This aspect should receive attention in the future

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. CONCLUSIONS REGARDING THE ROI OF THE PROGRAMME

The results of the calculation of the Life Skills Programme's overall return on investment (ROI), net present value (NPV), payback period, internal rate of return (IRR), learning cost per participant and cash flow statement proved that the intervention is a very lucrative investment for the South African Police Service. It is, therefore, both an effective capacity-building instruments and a financial asset.

6. FINDINGS

If all the conclusions are combined, it is clear:

- that the selected (sub-)programmes of the *Life Skills Programme* had a practical significant effect on the SAPS personnel's knowledge, attitude and behaviour and

- that the programme as a whole provided a positive financial return on the investment of time, money and effort.

On the basis of these findings, it can be concluded that the two hypotheses that were tested, were correct.

7. GUIDELINES AND RECOMMENDATIONS

The content and presentation of the Life Skills Programme is, in spite of its success, not without some shortcomings. The research results were, therefore, also used as a basis to formulate the following general guidelines and recommendations for its further improvement (see individual articles for more specific recommendations).

7.1 TRAINING OF PRESENTERS

It was found that, although the presenters were efficient, they should undergo *advanced training* to improve their presentation and facilitation skills even more. There also a need for a mechanism to ensure that newly appointed social workers are equipped and supported to conduct presentations of an equally high standard. This could take the form of in-service training or the use of external (specialised) service providers to provide the training.

7.2 PROGRAMME CONTENT AND PRESENTATION

The remarks and suggestions put forward by the presenters must be considered during the revision of the programme. It is particularly important that the programme activities, exercises, checklists and examples be more *SAPS specific* and that the programme should be made (even) more practical. Some of the material that was generated for this research project could be utilised for this purpose.

The research findings indicated that the following should also receive attention in the further development and updating van die programme:

The programme needs more experiential learning activities.

- A guide with more activities, transparencies and icebreakers has to be compiled and included in the presenter's guide.
- There is a need that the programme should be translate to and presented in more than one language.
- Attempts should be made to integrate some of the sub-programmes of the Life Skills Programme more effectively. This could, for example, take the form of the integration of the Conflict Management and Assertiveness (sub-)programmes into one programme.
- More appropriate venues should be made available for the presentation of the programme.

7.3 POLICE SOCIAL WORK SERVICES

There are various potential steps that Police Social Work Services (PSWS) could take to ensure that more personnel members attend to programme and gain from its proven benefits. It can include the following.

The reasons why some personnel choose not to attend should be investigated.

- PSWS should provide more regular feedback to the organisation on the impact of and results achieved with the Life Skills Programme.
- In order to ensure better attendance by personnel, the programme can also form part of the Performance Enhancement Process (PEP).
- A budget needs to be made available to PSWS to present and evaluate the impact of the Programme as frequent as may be needed.
- A comprehensive marketing plan should be developed and implemented to ensure that all relevant SAPS personnel attend the Life Skills Programme.

7.4 ROI ANALYSES

The ROI analysis of the Life Skills Programme of the Police Social Work Services has shown that this type of research is both feasible and of major importance to any organisation. In the case of the SAPS as a constantly growing and changing organisation, it has shown that social workers do make a difference in the lives of police personnel. Their services are also of financial benefit to the organisation and the taxpayers who funds it. It is, therefore, recommended that similar studies are undertaken by PSWS re the other types of services that they render. Other social work services in the public and private sector should also follow this lead.

8. CONCLUDING REMARKS

Billions of Rand of taxpayers' money is spent annually on the fighting of crime in South Africa. One of the biggest cost items in this regard, is the remuneration of the personnel members of the South African Police Service. In order to ensure that this investment produces a worthwhile return requires a workforce that can function effectively as both police officials and as human beings. This does not come automatically. It requires, amongst others, an investment in personnel empowerment interventions such as the Police Social Work Services' Life Skills Programme. Through the research it was ascertained that some of its sub-programmes did indeed have a practical significant effect on personnel members and that the Programme as a whole made a financially viable contribution to this ultimate goal, viz. resilient police officers who will be able to render a professional service to all communities in the country.

SECTION 4:

ADDENDA

ADDENDUM 1: A PROFILE OF THE PERSONNEL CAPACITY- BUILDING PROGRAMMES

COMPETENCIES → ↓ PROGRAMMES	Category 1: <i>Social competencies</i>	Category 2: <i>Problem-solving skills</i>	Category 3: <i>Autonomy</i>	Category 4: <i>A sense of purpose and future</i>	Category 5: <i>A sense of pride</i>
• Colleague Sensitivity	x	x	x	x	x
• How to Manage Stress Effectively	x	x	x	x	x
• Be Money Wise	x	x	x	x	x
• Substance Dependency	x	x	x	x	x
• HIV/AIDS Awareness	x	x	x	x	x
• Life Skills					
o Healthy lifestyle	x	x	x	x	x
o Conflict management	x	x	x	x	x
o Communication	x	x	x	x	x
o Self-knowledge	x	x	x	x	x
o Assertiveness	x	x	x	x	x
o Problem solving	x	x	x	x	x
o Time management	x	x	x	x	x
o Motivation	x	x	x	x	x
o Planning of goals	x	x	x	x	x

Legend:

Social competencies: These include the qualities of responsiveness, flexibility, empathy and caring, communication skills, a sense of humour and any other form of constructive social behaviour.

Problem-solving skills: These include the ability to think abstractly, reflectively, the ability to be flexible and the ability to seek alternative solutions for both cognitive and social problems.

Autonomy: These refer to a strong sense of independence; an internal locus of control and a sense of power; self-esteem and self-efficacy.

A sense of purpose and future: These refers to healthy expectations, a positive goal and success orientation, the will to be successful, educational aspirations, persistence, optimism, hopefulness, hardiness, belief in a bright future, a sense of anticipation, a sense of a compelling future and a sense of coherence.

A sense of pride: Pride helps people to overcome obstacles and rebound from misfortune and hardship. It can also take the form of "survivor's pride."

Source: Stutterheim & Weyers (2002:5)

ADDENDUM 2:
CONFLICT MANAGEMENT QUESTIONNAIRES



PRE-SESSION QUESTIONNAIRE: THE "CONFLICT MANAGEMENT" PROGRAMME

(LIFE SKILLS PROGRAMME 4)

This questionnaire must be completed BEFORE the start of the "Conflict Management" course.

1. INTRODUCTION

You are about to complete the "**Conflict Management**" 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 **don't guess**. We need your personal views – it will help us to serve you better.

2. INSTRUCTIONS FOR THE COMPLETION OF THIS QUESTIONNAIRE

The following "**Conflict Management**" Questionnaire covers various issues related to interpersonal conflict.

- 2.1 This questionnaire must be completed directly **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 Please make your cross inside 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 will present the Programme.
- In die second row, write the *date/dates* on which the Programme will be presented.
- In the third row, write the *venue* where the Programme will be 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 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

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?

1. Conflict often arises when there is a difference in the *behaviour* of two people
2. A person's personality plays a role in the way he or she will deal with conflict
3. Conflict should be seen as an opportunity to grow
4. Conflict often arises when there is a difference in the interests of two people
5. Conflict often arise when there is a difference in the opinions of two people

1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain

PART IX: How often do you...?

6. How often do you get angry in a conflict situation
7. How often do you ignore colleagues that disagree with you
8. How often are you afraid that someones' feelings will get hurt if a conflict situation continues
9. When you become involved in a conflict situation, how often will you disagree with the other person's perception
10. When you become involved in a conflict situation, how often do you try to win the argument
11. When conflict arises in your work situation, how often will you give immediate attention to it

1 Never	2 Seldom	3 Often	4 Always
1 Never	2 Seldom	3 Often	4 Always
1 Never	2 Seldom	3 Often	4 Always
1 Never	2 Seldom	3 Often	4 Always
1 Never	2 Seldom	3 Often	4 Always
1 Never	2 Seldom	3 Often	4 Always

PART X: Do you agree/disagree with the following statements?

12. Manager's lack of conflict management skills is the biggest cause of conflict between them and their subordinates?
13. Conflict is normal?
14. Conflict should be seen as an opportunity to learn more about yourself?

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 XI: Rate yourself

15. How would you rate your ability to dominate your colleagues?
16. How would you rate your ability to avoid conflict?
17. How would you rate your ability to handle conflict once it has arisen?

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

PART XII: General

18. Have you previously attended a work-session that dealt with conflict management

1 Yes, in the past six months	2 Yes, in the past twelve months	3 Yes, more than a year ago	4 Never
-------------------------------------	--	-----------------------------------	------------

THANK YOU FOR COMPLETING THE "CONFLICT MANAGEMENT" QUESTIONNAIRE.



POST-SESSION QUESTIONNAIRE: THE "CONFLICT MANAGEMENT" PROGRAMME

(LIFE SKILLS PROGRAMME 4)

THIS QUESTIONNAIRE MUST BE COMPLETED **AFTER** THE "CONFLICT MANAGEMENT" COURSE.

1. INTRODUCTION

You have just completed the "*Conflict Management*" 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 **don't guess**. We need your personal views – it will help us to serve you better.

2. INSTRUCTIONS FOR THE COMPLETION OF THIS QUESTIONNAIRE

The following "*Conflict Management*" Questionnaire covers various issues related to interpersonal conflict.

- 2.1 This questionnaire must be completed directly **after** the course.
- 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 Please make your cross inside 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 the 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 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

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?

1. Conflict often arises when there is a difference in the behaviour of two people
2. A person's personality plays a role in the way he or she will deal with conflict
3. Conflict should be seen as an opportunity to grow
4. Conflict often arises when there is a difference in the interests of two people
5. Conflict often arise when there is a difference in the opinions of two people

1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain
1 True	2 False	3 I am not certain

Part IX: In future, how often do you intend to...?

6. In future, how often do you intend to get angry in a conflict situation
7. In future, how often do you intend to ignore colleagues that disagree with you
8. In future, how often do you intend to be afraid that someones' feelings will get hurt if a conflict situation continues
9. Infuture when you become involved in a conflict situation, how often will you intend to disagree with the other person's perception
10. In future when you become involved in a conflict situation, how often will you try to win the argument
11. In future when conflict arises in your work situation, how often will you try to resolve it quickly

1 Never	2 Seldom	3 Often	4 Always
1 Never	2 Seldom	3 Often	4 Always
1 Never	2 Seldom	3 Often	4 Always
1 Never	2 Seldom	3 Often	4 Always
1 Never	2 Seldom	3 Often	4 Always
1 Never	2 Seldom	3 Often	4 Always

Part X: Do you agree/disagree with the following statements?

12. Manager's lack of conflict management skills is the biggest cause of conflict between them and their subordinates
13. Conflict is normal
14. Conflict should be seen as an opportunity to learn more about yourself

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 XI: Your typical behaviour in the past and in the future

15. How would you rate your ability to dominate your colleagues?

THE PAST

1	2	3	4	5
Poor	Fair	Average	Good	Very good

15. How would you intend in future to rate your ability to dominate your colleagues?

THE FUTURE

1	2	3	4	5
Poor	Fair	Average	Good	Very good

16. How would you rate your ability to avoid conflict?

THE PAST

1	2	3	4	5
Poor	Fair	Average	Good	Very good

16. How would you intend in future to rate your ability to avoid conflict?

THE FUTURE

1	2	3	4	5
Poor	Fair	Average	Good	Very good

17. How would you rate your ability to handle conflict once it has arisen?

THE PAST

1	2	3	4	5
Poor	Fair	Average	Good	Very good

17. How would you intend in future to handle conflict once it has arisen?

THE FUTURE

1	2	3	4	5
Poor	Fair	Average	Good	Very good

Part XII: Choose the most appropriate answer

18. In *future* when you become involved in a conflict situation, which of the following type of sentences will you **most likely** use?

1 "After everything I did for you..."	2 "It makes no difference to me"	3 "I don't want to quarrel, but you won't have your way"	4 "I will do as you say. But just you wait, your turn will come".	5 "Can't we work together to find a seclusion"
1 I will try to avoid further conflict	2 I will force the other person to accept my point of view	3 I will accommodate the other person's need and not express my own	4 I will compromise	5 I will look for a mutual resolution of the conflict
1 A teddy bear	2 A shark	3 An owl	4 A fox	5 A tortoise (turtle)

19. In *future* when you become involved in a conflict situation, which of the following type of *strategy* will you **most probably** use?

20. With which one of the following animals will you best associate in future?



Part XIII: Evaluation of this course

21. What was the overall value of the workshop/course?	1. It had no or little value	2. It had below average value	3. It had above average value	4. It had a lot of value
22. What value did the following component have for you: <i>"The reasons for conflict"</i>	1. It had no or little value	2. It had below average value	3. It had above average value	4. It had a lot of value
23. What value did the following component have for you: <i>"Feelings surrounding conflict"</i>	1. It had no or little value	2. It had below average value	3. It had above average value	4. It had a lot of value
24. What value did the following component have for you: <i>"Your behaviour as a result of conflict"</i>	1. It had no or little value	2. It had below average value	3. It had above average value	4. It had a lot of value
25. What value did the following component have for you: <i>"Five main strategies for managing conflict"</i>	1. It had no or little value	2. It had below average value	3. It had above average value	4. It had a lot of value
26. What value did the following component have for you: <i>"Guidelines for managing conflict"</i>	1. It had no or little value	2. It had below average value	3. It had above average value	4. It had a lot of value

THANK YOU FOR COMPLETING THIS "CONFLICT MANAGEMENT" QUESTIONNAIRE.

ADDENDUM 3: ASSERTIVENESS QUESTIONNAIRES



PRE-SESSION QUESTIONNAIRE: THE "ASSERTIVENESS" PROGRAMME (LIFE SKILLS PROGRAMME 5)

THIS QUESTIONNAIRE MUST BE COMPLETED **BEFORE** THE "ASSERTIVENESS" COURSE.

1. INTRODUCTION

You are about to complete the "**Assertiveness**" 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 **don't guess**. We need your personal views – it will help us to serve you better.

2. INSTRUCTIONS FOR THE COMPLETION OF THIS QUESTIONNAIRE

The following "**Assertiveness**" Questionnaire covers various issues related to assertive behaviour.

- 2.1 This questionnaire must be completed directly **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 Please make your cross inside 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 the 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 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

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?

[Note: An assertive person can be viewed as one that expresses his/her feelings and wishes honesty]

1. An assertive person will force his/her will on others	1 True	2 False	3 I am not certain
2. An assertive person will mention his /her opinion no matter the implications	1 True	2 False	3 I am not certain
3. An assertive person is someone that thinks that only his/her opinions are well-grounded	1 True	2 False	3 I am not certain
4. An assertive person thinks that his/her rights are more important than those of others	1 True	2 False	3 I am not certain
5. An assertive person is someone that would express his/her wishes openly	1 True	2 False	3 I am not certain
6. People tend to like an assertive person	1 True	2 False	3 I am not certain
7. An assertive person is someone who tends to make decisions for others	1 True	2 False	3 I am not certain
8. Assertive people tend to be tactless	1 True	2 False	3 I am not certain
9. An assertive person is someone that would express his/her needs directly	1 True	2 False	3 I am not certain

Part IX: How often do you....?

10. How often do you tend to rely on your own opinion	1 Never	2 Seldom	3 Often	4 Always
11. How often do you feel that people dislike the way in which you express your opinion	1 Never	2 Seldom	3 Often	4 Always
12. How often do you find that your convictions are the same than that of other people	1 Never	2 Seldom	3 Often	4 Always
13. How often do you defend your opinion when people criticize it	1 Never	2 Seldom	3 Often	4 Always
14. How often do you convince other people to accept your point of view	1 Never	2 Seldom	3 Often	4 Always
15. How often do you have confidence in your own opinion	1 Never	2 Seldom	3 Often	4 Always
16. How often do you put the needs of others above your own	1 Never	2 Seldom	3 Often	4 Always



Code: KAP (AP) [1]
SAPS - "Assertiveness" - Pre-Session Questionnaire



17. How often do you have confidence in your colleagues <i>opinion</i>	1 Never	2 Seldom	3 Often	4 Always
18. How often do you respond in a tactful manner when someone demands something of you	1 Never	2 Seldom	3 Often	4 Always
19. How often are you openly critical of others' ideas if you disagree with them	1 Never	2 Seldom	3 Often	4 Always
20. How often do you let others know what your <i>opinion</i> are about them	1 Never	2 Seldom	3 Often	4 Always

Part X: Do you agree/disagree with the following statements?

21. I believe to let others know what I am <i>feeling</i> ?	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly Agree
22. Senior personnel's lack of assertiveness leads to problems in the work situation?	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly Agree
23. I express what I <i>feel</i> when I <i>feel</i> it, regardless of what other people might think?	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly Agree
24. When someone asks for my <i>opinion</i> , I will provide my honest views on the subject, even if it might be hurtful to someone	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly Agree

Part XI: Choose the most appropriate answer

25. Which of the following is, in your view, not one of the <i>rights</i> of each individual?	1. The right to be illogical	2. The right to make mistakes	3. The right to say "I don't understand"	4. Right to make decision for others
26. Which of the following is not typical behaviour for a <i>passive person</i> ?	1. To keep quiet about his/ her own thoughts and feelings	2. To allowing others to make decision for them	3. To try to reach goals directly	4. All the previous are typical behaviour
27. Which of the following is not typical behaviour for an <i>aggressive person</i> ?	1. To make decisions for others	2. To convey thoughts tactlessly	3. To try to reach goals in a self-respecting manner	4. To be rigid

Part XII: General

28. Have you previously attended a work-session that dealt with <i>assertiveness</i>	1 Yes, in the past six months	2 Yes, in the past twelve months	3 Yes, more than a year ago	4 Never
--	----------------------------------	-------------------------------------	--------------------------------	------------

THANK YOU FOR COMPLETING THIS "ASSERTIVENESS" QUESTIONNAIRE.



POST-SESSION QUESTIONNAIRE: THE "ASSERTIVENESS" PROGRAMME

(LIFE SKILLS PROGRAMME 5)

THIS QUESTIONNAIRE MUST BE COMPLETED **AFTER** THE "ASSERTIVENESS" COURSE.

1. INTRODUCTION

You have just completed the "**Assertiveness**" 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 **don't guess**. We need your personal views – it will help us to serve you better.

2. INSTRUCTIONS FOR THE COMPLETION OF THIS QUESTIONNAIRE

The following "**Assertiveness**" Questionnaire covers various issues related to assertive behaviour.

- 2.1 This questionnaire must be completed directly **after** the course has been 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 Please make your cross inside 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 the 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 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

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?

[Note: An assertive person can be viewed as one that expresses his/her feelings and wishes honestly]

1. An assertive person will force his/her will on others	1 True	2 False	3 I am not certain
2. An assertive person will mention his /her opinion no matter the implications	1 True	2 False	3 I am not certain
3. An assertive person is someone that thinks that only his/her opinions are well-grounded	1 True	2 False	3 I am not certain
4. An assertive person thinks that his/her rights are more important than those of others	1 True	2 False	3 I am not certain
5. An assertive person is someone that would express his/her wishes openly	1 True	2 False	3 I am not certain
6. People tend to like an assertive person	1 True	2 False	3 I am not certain
7. An assertive person is someone who tends to make decisions for others	1 True	2 False	3 I am not certain
8. Assertive people tend to be tactless	1 True	2 False	3 I am not certain
9. An assertive person is someone that would express his/her needs directly	1 True	2 False	3 I am not certain

PART IX: HOW OFTEN DO YOU INTEND TO...?

10. How often do you intend to rely on your own opinion	1 Never	2 Seldom	3 Often	4 Always
11. How often do you intend to feel that people dislike the way in which you express your opinion	1 Never	2 Seldom	3 Often	4 Always
12. How often do you intend your convictions to be the same than that of other people	1 Never	2 Seldom	3 Often	4 Always
13. How often do you intend to defend your opinion when people criticize it	1 Never	2 Seldom	3 Often	4 Always
14. How often do you intend to convince other people to accept your point of view	1 Never	2 Seldom	3 Often	4 Always
15. How often do you intend to have confidence in your own opinion	1 Never	2 Seldom	3 Often	4 Always



Code: KAP (AP) [2]
SAPS - "Assertiveness" - Post-Session Questionnaire



16. How often do you intend to put the needs of others above your own	1 Never	2 Seldom	3 Often	4 Always
17. How often do you intend to have confidence in your colleagues opinion	1 Never	2 Seldom	3 Often	4 Always
18. How often do you intend to respond in a tactfull manner when someone demands something of you	1 Never	2 Seldom	3 Often	4 Always
19. How often are you intend to be openly critical of others' ideas if you disagree with them	1 Never	2 Seldom	3 Often	4 Always
20. How often do you intend to let others know what your opinion are about them	1 Never	2 Seldom	3 Often	4 Always

PART X: DO YOU AGREE/DISAGREE WITH THE FOLLOWING STATEMENTS?

21. I believe to let others know what I am feeling ?	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly Agree
22. Senior personnel's lack of assertiveness leads to problems in the work situation?	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly Agree
23. I express what I feel when I feel it, regardless of other people?	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly Agree
24. When someone asks for my opinion , I should provide my honest views on the subject, even if it might be hurtful to someone	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly Agree

PART XI: CHOOSE THE MOST APPROPRIATE ANSWER

25. Which of the following is, in your view, not one of the <i>rights</i> of each individual?	1. The right to be illogical	2. The right to make mistakes	3. The right to say "I don't understand"	4. Right to make decision for others
26. Which of the following is not typical behaviour for a <i>passive person</i> ?	1. To keep quiet about his/her own thoughts and feelings	2. To allowing others to make decision for them	3. To try to reach goals directly	4. All the previous are typical behaviour
27. Which of the following is not typical behaviour for an <i>aggressive person</i> ?	1. To make decisions for others	2. To convey thoughts tactlessly	3. To try to reach goals in a self-respecting manner	4. To be rigid



PART XIII: EVALUATION OF THIS COURSE

28. What was the overall value of the workshop/course?	1. <i>It had no or little value</i>	2. <i>It had below average value</i>	3. <i>It had above average value</i>	4. <i>It had a lot of value</i>
29. What value did the following component have for you: "The reasons for assertiveness?"	1. <i>It had no or little value</i>	2. <i>It had below average value</i>	3. <i>It had above average value</i>	4. <i>It had a lot of value</i>
30. What value did the following component have for you: "Feelings surrounding assertiveness?"	1. <i>It had no or little value</i>	2. <i>It had below average value</i>	3. <i>It had above average value</i>	4. <i>It had a lot of value</i>
31. What value did the following component have for you: "Your behaviour as a result of assertiveness?"	1. <i>It had no or little value</i>	2. <i>It had below average value</i>	3. <i>It had above average value</i>	4. <i>It had a lot of value</i>
32. What value did the following component have for you: "Five main strategies for assertiveness?"	1. <i>It had no or little value</i>	2. <i>It had below average value</i>	3. <i>It had above average value</i>	4. <i>It had a lot of value</i>
33. What value did the following component have for you: "Guidelines for assertiveness?"	1. <i>It had no or little value</i>	2. <i>It had below average value</i>	3. <i>It had above average value</i>	4. <i>It had a lot of value</i>

THANK YOU FOR COMPLETING THIS "ASSERTIVENESS" QUESTIONNAIRE.

ADDENDUM 4:
ANGER MANAGEMENT QUESTIONNAIRES



PRE-SESSION QUESTIONNAIRE: THE "ANGER MANAGEMENT" PROGRAMME

(LIFE SKILLS PROGRAMME 4)

THIS QUESTIONNAIRE MUST BE COMPLETED **BEFORE** THE "ANGER MANAGEMENT" COURSE.

1. INTRODUCTION

You are about to complete the "**Anger Management**" 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 **don't guess**. We need your personal views – it will help us to serve you better.

2. INSTRUCTIONS FOR THE COMPLETION OF THIS QUESTIONNAIRE

The following "**Anger Management**" Questionnaire covers various issues related to anger management.

- 2.1 This questionnaire must be completed directly **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 Please make your cross inside 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 will present the Programme.

- In the second row, write the *date/dates* on which the Programme will be presented.
- In the third row, write the *venue* where the Programme will be 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 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

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: Do you agree/disagree with the following statements?

1. Anger can be constructive	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly Agree</i>
2. The failure to manage anger constructively will have a negative impact on a person	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly Agree</i>
3. It is best to hide your anger	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly Agree</i>
4. A person's upbringing will effect the way in which he/she will deal with anger	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly Agree</i>
5. Getting angry is a natural response	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly Agree</i>
6. Anger can be destructive	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly Agree</i>

PART IX: How often do you...?

7. How often do you get angry when you can't get what you want	1 <i>Never</i>	2 <i>Seldom</i>	3 <i>Often</i>	4 <i>Always</i>
8. How often will you try to confront colleagues that disagree with you	1 <i>Never</i>	2 <i>Seldom</i>	3 <i>Often</i>	4 <i>Always</i>
9. How often do you get angry when someone has acted unjustly towards you	1 <i>Never</i>	2 <i>Seldom</i>	3 <i>Often</i>	4 <i>Always</i>
10. How often do you get angry when someone interferes with your plans	1 <i>Never</i>	2 <i>Seldom</i>	3 <i>Often</i>	4 <i>Always</i>
11. How often do you get angry when someone rejects you	1 <i>Never</i>	2 <i>Seldom</i>	3 <i>Often</i>	4 <i>Always</i>
12. How often do you try to avoid colleagues that make you angry	1 <i>Never</i>	2 <i>Seldom</i>	3 <i>Often</i>	4 <i>Always</i>
13. How often do you experience anger towards you colleagues	1 <i>Never</i>	2 <i>Seldom</i>	3 <i>Often</i>	4 <i>Always</i>
14. How often do you try to confront colleagues that make you angry	1 <i>Never</i>	2 <i>Seldom</i>	3 <i>Often</i>	4 <i>Always</i>
15. How often do you loose your temper at work	1 <i>Never</i>	2 <i>Seldom</i>	3 <i>Often</i>	4 <i>Always</i>



PART X: Rate yourself

16. How would you rate your knowledge of the anger management process?	1 <i>Poor</i>	2 <i>Fair</i>	3 <i>Average</i>	4 <i>Good</i>	5 <i>Very good</i>
17. How would you rate your ability to recognise the type of events that triggers your anger?	1 <i>Poor</i>	2 <i>Fair</i>	3 <i>Average</i>	4 <i>Good</i>	5 <i>Very good</i>
18. How would you rate your ability to recognise the type of behaviour that makes you angry?	1 <i>Poor</i>	2 <i>Fair</i>	3 <i>Average</i>	4 <i>Good</i>	5 <i>Very good</i>
19. How would you rate your ability to communicate your anger constructively to others?	1 <i>Poor</i>	2 <i>Fair</i>	3 <i>Average</i>	4 <i>Good</i>	5 <i>Very good</i>
20. How would you rate your ability to control your temper?	1 <i>Poor</i>	2 <i>Fair</i>	3 <i>Average</i>	4 <i>Good</i>	5 <i>Very good</i>

PART XI: Choose the most appropriate answer

21. Which of the following things should a person do to deal with his/her own anger?	1 <i>Vigorous exercise [e.g. jogging]</i>	2 <i>Hitting a pillow against the wall in private</i>	3 <i>Resign yourself to the situation</i>	4 <i>Change the way you view the situation</i>	5 <i>Relax and have a quiet bath with candles</i>	6 <i>You could do all five</i>
--	--	--	--	---	--	---------------------------------------

PART XII: Are the following statements true or false?

22. Anger provides energy and increases the vigour with which we act?	1 <i>True</i>	2 <i>False</i>	3 <i>I am not certain</i>
23. Anger is a defence against vulnerability?	1 <i>True</i>	2 <i>False</i>	3 <i>I am not certain</i>
24. Anger management is something that cannot be learned?	1 <i>True</i>	2 <i>False</i>	3 <i>I am not certain</i>

PART XIII: Do you agree/disagree with the following statements?

25. I am usually afraid that, if I loose my temper, I will hurt someone.	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly Agree</i>
26. Anger is a signal that something is frustrating me	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly Agree</i>
27. When someone accuses me of something, I do get angry?	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly Agree</i>

PART XIII: General

28. Have you previously attended a work-session that dealt with Anger Management?	1 <i>Yes, in the past six months</i>	2 <i>Yes, in the past twelve months</i>	3 <i>Yes, more than a year ago</i>	4 <i>Never</i>
---	---	--	---------------------------------------	-------------------

THANK YOU FOR COMPLETING THIS "ANGER MANAGEMENT" QUESTIONNAIRE.



POST-SESSION QUESTIONNAIRE: THE "ANGER MANAGEMENT" PROGRAMME

(LIFE SKILLS PROGRAMME 4)

THIS QUESTIONNAIRE MUST BE COMPLETED **AFTER** THE "ANGER MANAGEMENT" COURSE.

1. INTRODUCTION

You have just completed the "**Anger Management**" 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 **don't guess**. We need your personal views – it will help us to serve you better.

2. INSTRUCTIONS FOR THE COMPLETION OF THIS QUESTIONNAIRE

The following "**Anger Management**" Questionnaire covers various issues related to anger management.

- 2.1 This questionnaire must be completed **directly after** the course presentation.
- 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 Please make your cross inside 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 the 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 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

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: Do you agree/disagree with the following statements?**

1. Anger can be constructive	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly Agree</i>
2. The failure to manage anger constructively will have a negative impact on a person	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly Agree</i>
3. It is best to hide your anger	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly Agree</i>
4. A person's upbringing will effect the way in which he/she will deal with anger	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly Agree</i>
5. Getting angry is a natural respons	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly Agree</i>
6. Anger can be destructive	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly Agree</i>

Part IX: How often do you intend to....?

7. How often do you intend to get angry when you can't get what you want	1 <i>Never</i>	2 <i>Seldom</i>	3 <i>Often</i>	4 <i>Always</i>
8. How often do you intend to confront colleagues that disagree with you	1 <i>Never</i>	2 <i>Seldom</i>	3 <i>Often</i>	4 <i>Always</i>
9. How often do you intend to get angry when someone has acted unjustly towards you	1 <i>Never</i>	2 <i>Seldom</i>	3 <i>Often</i>	4 <i>Always</i>
10. How often do you intend to get angry when someone interferes with your plans	1 <i>Never</i>	2 <i>Seldom</i>	3 <i>Often</i>	4 <i>Always</i>
11. How often do you intend to get angry when someone rejects you	1 <i>Never</i>	2 <i>Seldom</i>	3 <i>Often</i>	4 <i>Always</i>
12. How often do you intend to avoid colleagues that make you angry	1 <i>Never</i>	2 <i>Seldom</i>	3 <i>Often</i>	4 <i>Always</i>
13. How often do you intend to experience anger towards your colleagues	1 <i>Never</i>	2 <i>Seldom</i>	3 <i>Often</i>	4 <i>Always</i>
14. How often do you intend to try to confront colleagues that make you angry	1 <i>Never</i>	2 <i>Seldom</i>	3 <i>Often</i>	4 <i>Always</i>
15. How often do you intend to loose your temper at work	1 <i>Never</i>	2 <i>Seldom</i>	3 <i>Often</i>	4 <i>Always</i>

**Part X: Rate yourself**

16. How would you rate your current knowledge of the anger management process?

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

17. How would you rate your future ability to recognise the type of events that triggers your anger?

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

18. How would you rate your future ability to recognise the type of behaviour that makes you angry?

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

19. How would you rate your future ability to communicate your anger constructively to others?

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

20. How would you rate your future ability to control your temper?

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

Part XI: Choose the most appropriate answer

21. Which of the following things should a person do to deal with his/her own anger?

1 <i>Vigorous exercise [e.g. jogging]</i>	2 <i>Hitting a pillow against the wall in private</i>	3 <i>Resign yourself to the situation</i>	4 <i>Change the way you view the situation</i>	5 <i>Relax and have a quiet bath with candles</i>	6 <i>You could do all five</i>
--	--	--	---	--	---------------------------------------

Part XII: Are the following statements true or false?

22. Anger provides energy and increases the vigour with which we act?

1 <i>True</i>	2 <i>False</i>	3 <i>I am not certain</i>
------------------	-------------------	------------------------------

23. Anger is a defence against vulnerability?

1 <i>True</i>	2 <i>False</i>	3 <i>I am not certain</i>
------------------	-------------------	------------------------------

24. Anger management is something that cannot be learned?

1 <i>True</i>	2 <i>False</i>	3 <i>I am not certain</i>
------------------	-------------------	------------------------------

Part XIII: Do you agree/disagree with the following statements?

25. I am usually afraid that, if I loose my temper, I will hurt someone.

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

26. Anger is a signal that something is frustrating me

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

27. When someone accuses me of something, I do get angry?

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



Part XIII: Evaluation of this course

28. What was the overall value of the workshop/course?	1. <i>It had no or little value</i>	2. <i>It had below average value</i>	3. <i>It had above average value</i>	4. <i>It had a lot of value</i>
29. What value did the following component have for you: "The reasons for anger management?"	1. <i>It had no or little value</i>	2. <i>It had below average value</i>	3. <i>It had above average value</i>	4. <i>It had a lot of value</i>
30. What value did the following component have for you: "Feelings surrounding anger management?"	1. <i>It had no or little value</i>	2. <i>It had below average value</i>	3. <i>It had above average value</i>	4. <i>It had a lot of value</i>
31. What value did the following component have for you: "Your behaviour as a result of anger management?"	1. <i>It had no or little value</i>	2. <i>It had below average value</i>	3. <i>It had above average value</i>	4. <i>It had a lot of value</i>
32. What value did the following component have for you: "Five main strategies for anger management?"	1. <i>It had no or little value</i>	2. <i>It had below average value</i>	3. <i>It had above average value</i>	4. <i>It had a lot of value</i>
33. What value did the following component have for you: "Guidelines for anger management"	1. <i>It had no or little value</i>	2. <i>It had below average value</i>	3. <i>It had above average value</i>	4. <i>It had a lot of value</i>

THANK YOU FOR COMPLETING THIS "ANGER MANAGEMENT" QUESTIONNAIRE.

ADDENDUM 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



Code: PEQ (PCBP)
Evaluation of the presentation by participants
(Presentation Evaluation Questionnaire)



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

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. <i>Male</i>	2. <i>Female</i>
----------------	------------------

SECTION 6: RACE

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

1. <i>Asian</i>	2. <i>Black</i>	3. <i>Coloured</i>	4. <i>White</i>
--------------------	--------------------	-----------------------	--------------------

SECTION 7: RANK/POSITION

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

Rank/Position

--

For office use	



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



SECTION 9: EVALUATION OF THE PRESENTER

1. The presenter is knowledgeable about the subject that he/she taught.	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
2. The presenter could link the material to the participants' level of knowledge.	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
3. The presenter was able to explain difficult and abstract concepts.	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
4. The presenter succeeded in keeping me interested in the subject.	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
5. The presenter was enthusiastic about the subject that he/she taught.	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>

SECTION 10: EVALUATION OF THE PRESENTER'S PRESENTATION SKILLS

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 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree	
7. The presenter was skilful in the use of the teaching media (e.g. transparencies and or writing on newsprint/ the blackboard).	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree	
8. The presenter encouraged participant involvement (e.g. by asking questions and or promoting discussions).	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree	
9. The presenter prepared himself/herself thoroughly for the presentation.	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree	
10. What is your overall rating of the presenter's presentation skills?	1 Poor	2 Fair	3 Average	4 Good	5 Very good/ excellent

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 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
12. The presenter made sure that participants understood a subject before continuing on to the next subject.	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
13. At the end, the presenter gave a summary of the material that was covered.	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>



Code: PEQ (PCBP)
Evaluation of the presentation by participants
(Presentation Evaluation Questionnaire)



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

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

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

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

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

SECTION 12: EVALUATION OF THE PRESENTATION CONTEXT

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

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

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

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

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

SECTION 13: EVALUATION OF 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	2	3	4	5
<i>It was much too long</i>	<i>It was a little too long</i>	<i>The length was just right</i>	<i>It was a little too short</i>	<i>It was much too short</i>

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

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

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

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

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

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

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE.

ADDENDUM 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	



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 <i>Gauteng</i>	1 <i>Western Cape</i>	2 <i>Eastern Cape</i>	3 <i>Northern Cape</i>	4 <i>KwaZulu Natal</i>	5 <i>Free State</i>	6 <i>North West</i>	7 <i>Limpopo (Northern Province)</i>	8 <i>Mpumalanga</i>	9 <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. <i>Assertiveness</i>	2. <i>Be money wise</i>	3. <i>Colleague sensitivity</i>	4. <i>Conflict management</i>	5. <i>Coping with change</i>	6. <i>Handling anger</i>	7. <i>Healthy life-style</i>
8. <i>HIV/AIDS Awareness Programme</i>	9. <i>HIV/AIDS: Peer Educators Training</i>	10. <i>Planning your goals</i>	11. <i>Self knowledge</i>	12. <i>Managing Stress Effectively</i>	13. <i>Substance Dependency</i>	14. <i>Time management</i>

SECTION 4: SELF-ASSESSMENT

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

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 5: SELF-EVALUATION OF PRESENTATION SKILLS

6. Participants could clearly **hear** what I was saying (e.g. *it was loud enough and in an accent that they could understand*).
7. I am skilful in the **use of the teaching media** (e.g. *transparencies and or writing on newsprint/ the blackboard*).

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>



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

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

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

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

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

1 <i>Poor</i>	2 <i>Fair</i>	3 <i>Average</i>	4 <i>Good</i>	5 <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 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Agree</i>	4 <i>Strongly agree</i>
-------------------------------	----------------------	-------------------	----------------------------

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

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

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

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

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

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

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

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

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

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

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

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

SECTION 7: EVALUATION OF THE CONTEXT

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

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

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

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)?

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

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

23. The participants will be able to **apply** the new knowledge and insights that they have gained in their **jobs**.

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

24. I feel that the course/programme will help the participants **do their jobs better**.

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

25. The participants will be able to **apply** the new knowledge and insights that they have gained in their **daily lives**.

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

26. I feel that the course/programme will help participants **to live their lives in a better way**.

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

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

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

SECTION 9: GENERAL

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

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

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

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

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

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

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

1	2	3	4	5	6
<i>Afrikaans</i>	<i>English</i>	<i>Sotho</i>	<i>Tswana</i>	<i>Zulu</i>	<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.)

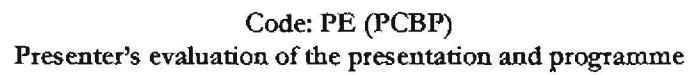
2. TOPICS THAT NEED TO BE ADDED TO THE PROGRAMME:



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

4. TOPICS THAT NEED TO BE DROPPED FROM THE PROGRAMME:

5. THE THINGS THAT WERE MOST AND LEAST HELPFUL IN PRESENTING THE PROGRAMME:



6. THE IMPROVEMENTS THAT COULD BE MADE TO THE PROGRAMME (*Very important*):

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Thank you for completing this questionnaire and form

ADDENDUM 7(A): INSTRUCTIONS TO AUTHORS: *SOCIAL WORK/ MAATSKAPLIKE WERK*

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

INSTRUCTIONS TO AUTHORS

The Journal publishes articles, short communications, book reviews and commentary on articles already published from any field of social work. Contributions relevant to social work from other disciplines will also be considered. Contributions may be written in English or Afrikaans. All contributions will be critically reviewed by at least two referees on whose advice contributions will be accepted or rejected by the editorial committee. All refereeing is strictly confidential. Manuscripts may be returned to the authors if extensive revision is required or if the style or presentation does not conform to the Journal practice. Commentary on articles already published in the Journal must be submitted with appropriate captions, the name(s) and addressee(s) of the author(s) and preferably not exceed 5 pages. The whole manuscript plus one clear copy as well as a diskette with all the text, preferably in MS Windows (Word or WordPerfect) or ASCII must be submitted. Manuscripts must be typed double spaced on one side of A4 paper only. Use the Harvard system for references. Short references in the text: When word-for-word quotations, facts or arguments from other sources are cited, the surname(s) of the author(s), year of publication and page number(s) must appear in parenthesis in the text, e.g. "... (Berger 1967:12). More details about sources referred to in the text should appear at the end of the manuscript under the caption "References". The sources must be arranged alphabetically according to the surnames of the authors. Note the use of capitals and punctuation marks in the following examples.

VOORSKRIFTE AAN OUTEURS

Die Tydskrif publiseer artikels, kort mededelings, boekbesprekings en kommentaar op reeds gepubliseerde artikels uit enige gebied van die maatskaplike werk asook relevante bydraes uit ander dissiplines. Bydraes mag in Afrikaans of Engels geskryf word. Artikels in Afrikaans moet vergesel wees van 'n Engelse opsomming van ongeveer 200 woorde. Alle bydraes sal krities deur ten minste twee keurders beoordeel word. Beoordeling is streng vertroulik. Manuskripte sal na die outeurs teruggestuur word indien ingrypende hersiening vereis word of indien die styl nie ooreenstem met die tydskrif se standaard nie. Kommentaar op artikels wat in die Tydskrif gepubliseer is, moet van toepaslike titels, die naam(name) en adres(se) van die outeur(s) voorsien wees en verkieslik nie langer as 5 bladsye wees nie. 'n Disket met die hele teks, verkieslik in MS Windows of ASCII moet die hele manuskrip en een duidelike kopie daarvan vergesel. Manuskripte moet slegs op een kant van die bladsy in dubbelspasiëring getik word. Verwysings moet volgens die Harvard-stelsel geskied. Verwysings in die teks: Wanneer woordelike sate, 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.

ADDENDUM 7(B):
REQUIREMENTS SET BY THE JOURNAL:
*THE SOCIAL WORK PRACTITIONER-
RESEARCHER*



The Social Work Practitioner-Researcher

Editorial objectives

This is an academic journal providing guidance, based on sound research, for those who practice, tutor, research or study in the field of social work and social development in South Africa and in Africa. The journal's main aim is to present the latest research and developments in disciplines of relevance to social work and social development.

General principles

It is the intention of this journal to maintain a balance between theory and practice, contributors are encouraged to spell out the practical implications of their work for those involved in social work practice and the social services in the African context.

The ethos of this journal remains that articles based on research and evidence rather than philosophical speculation are particularly welcome.

Editorial scope

The Social Worker Practitioner-Researcher is a refereed interdisciplinary journal for social workers and social service professionals concerned with the advancement of the theory and practice of social work and social development in the African context and in a changing global world. The purpose of the journal is to promote research and innovation in the practice of helping individuals, families, small groups, organizations and communities to promote development and human well-being in a society. Social work and social service practice includes deliberately designed intervention programmes to address contemporary social problems and issues including social policy. The journal is committed to the creation of empowered, humane, just and democratic societies.

Manuscripts that would be appropriate are: (1) Conceptual analyses and theoretical presentations; (2) literature reviews that provide new insights or new research questions, (3)

manuscripts that report empirical work. Topics that will be considered – but are not limited to – the following: lifespan, populations at risk, poverty, livelihoods, anti-discriminatory practice, service delivery systems, development management, social security, human rights, and community based development, comparative health and mental health, education, urban and rural development, civic service, voluntarism, civil society, social movements and social change.

The reviewing process

Each manuscript is reviewed by the Editor and Editorial Board. If it is judged suitable for this journal, it is sent to two reviewers for blind peer-review. Based on their recommendations, the editorial committee decides whether the manuscript should be accepted as is, revised or rejected.

Manuscript requirements

Manuscripts should be submitted as electronic attachments to the Editor: wam@lw.rau.ac.za in Word format. All authors should be shown and the author should not be identified anywhere in the article.

As a guide, articles should be between 4 000 and 6 000 words (10 to 15 pages) in *length*. A *title* of not more than ten words should be provided. An *autobiographical note* should be supplied including name, affiliation and e-mail address. A *structured abstract* must be included under 4-6 sub-headings: Purpose; Methodology; Findings; Research limitations/implications (if applicable); Practical implications (if applicable); and the originality/value of the paper. Maximum is 250 words. In addition, provide up to six *keywords*, which encapsulate the principle topics of the paper. Categorise your article under one of these *classifications*: research paper; viewpoint; technical paper; conceptual paper; case study; literature review or general review.

Where there is a *methodology* it should be described under a separate heading. *Headings* must be short, clearly defined and not numbered. Notes should only be used if absolutely necessary and must be identified in the text by consecutive numbers, enclosed in square brackets and listed at the end of the article.

All *figures* (tables, diagrams and line drawings) should be submitted in both electronic form and hard copy originals. Figures should be of clear quality, black and white and numbered consecutively with arabic numerals.

Electronic figures should be copied and pasted or saved and imported from the origination software into a blank Microsoft Word document. Figures created in MS PowerPoint are also acceptable. Acceptable standard image formats are: .eps, .pdf, .ai and .wmf. If you are unable to supply graphics in these formats then please ensure that they are .tif, .jpg, .bmp, .pcx, .pic, .gif or .pct at a resolution of at least 300 dpi and at least 10cm wide.

In the text of the paper the preferred position of all figures should be indicated by typing on a separate line the words “Take in figure (No)”. Supply succinct and clear captions for all figures.

Tables must be numbered consecutively with roman numerals and a brief title. In the text, typing on a separate line the words “Take in Table IV” should show the position of the table.

References to other publications must be in Harvard style and checked for completeness, accuracy and consistency. You should include all authors’ names and initials and give any journal title in full.

You should cite publications in the text: (Adams, 1997) using the first named author's name. At the end of the paper a reference list in alphabetical order should be supplied.

Books: last name, initials, (year), *title of book*, publisher, place of publication, e.g. Swanepoel, H. and De Beer, F. (1996) *Community Capacity Building*, Johannesburg: Thomson Publishing.

For book chapters: last name, initials, (year), "chapter title", editor's last name, initials, *title of book*, publisher, place of publication, pages, e.g. Boulton, B.E. (1998), "Adoption", in Bezuidenhout, F.J. (Ed.), *A reader in selected social issues*, Pretoria: van Schaik Publishers, Second Edition, 41-52.

For journals: last name, initials, (year), "title of article", *Journal name*, volume, number, pages, e.g. Mda, C. J. (2004), "Population ageing and survival challenges in rural Ghana", *Journal of Social Development in Africa*, Vol. 19 No. 2, 90-112.

For electronic sources: If available online the full URL should be supplied at the end of the reference.

ADDENDUM 8:
OFFICIAL LETTER OF THE LANGUAGE EDITOR

TO WHOM IT MAY CONCERN

I, Nr.0004127-1, Captain [f] Carol Ann Rodgers, a principal language practitioner, attached to the Language Service Component of Auxilliary Services, South African Police Service, Provincial Head Office, Parktown, Johannesburg, Gauteng confirm that I hold the degree, Bachelor of Arts (English and Education) obtained from the University of South Africa in 1982 and a postgraduate qualification: Diploma in Translation obtained from the University of South Africa in 1999. I am a member of the South African Translation Institute but I am not an accredited translator or editor. I am responsible for editing and stylistically correcting the following Papers for Senior Superintendent A M Blignaut towards her PHD.:

Article 1: The Evaluation of the Anger Management of Personnel Capacity Building Programmes of the South African Police Service.

Article 2: The Evaluation of the Assertiveness of Capacity Building Programmes of the South African Police Service.

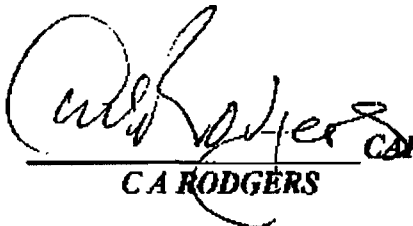
Article 3: The Evaluation of the Conflict Management of the Capacity Building Programmes of the South African Police Service and

An Impact and Cost-Benefit Analysis of Some SAPS Personnel Capacity Building Programmes.

I cannot accept responsibility for any alterations, additions or omissions that may have been introduced to any of the texts following the dates on which I carried out the editing and stylistic corrections.

The edited and stylistically corrected material remains available on computer.

**Date: 2005-08-26
Place: PHO: Parktown
Time: 09:55**


CAPTAIN [F]
C A RODGERS

ADDENDUM 9: PROFILE OF SAPS PERSONNEL: APRIL 2003

ADDENDUM 9A: 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

ADDENDUM 9B: 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

ADDENDUM 9C: 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

ADDENDUM 10:

LIST OF PROGRAMME PRESENTERS: EPCAP- RESEARCH PROJECT

1. Andrews, G.	27. Hlatshwayo, S.	52. Maitse, D.B.
2. April, H.	28. Hlongwane, W.	53. Makala, I.
3. Basupeng, P.	29. Hoosein, F.	54. Makgotlwe, B.B.
4. Beukes, C.	30. Jansen van Vuuren, A.	55. Malakane, R.
5. Botha, M.	31. Jele, L.	56. Maleka, M. M.
6. Carrim, R.	32. Jonas, N.M.	57. Mangena, A.
7. Chetty, P. K.	33. Josie, J.	58. Masangane, K.
8. Cornelius, S.	34. Joubert, J.	59. Mashego, R.
9. Dalasile, N. Q.	35. Kander, M.	60. Matlala, T.
10. Danilson, D.	36. Kango N	61. Matvene, D.
11. De Beer, M.	37. Kapp, T.	62. Mavuso, W.
12. De la Cruz, L.	38. Kara, U.	63. Mbeki, T.
13. De Villiers, A.H.	39. Keshebang, F.K.	64. Mdakani, M.E.L.
14. De Winnaar, E.	40. Khati, S. C.,	65. Mdiya Z.
15. Dedericks, E.	41. Khumalo, T. A.	66. Merafi, M.
16. Dyaliwane, M.	42. Kinnear, S.	67. Meyer, M.
17. Everton, Wilma	43. Kleingeld, C.	68. Mntonga, F.
18. Fortuin, M.	44. Kotze, M.	69. Moeketsi, E.
19. Fourie, D.	45. Krishna, D.	70. Moeketsi, T.
20. Gabanakgosi, K. A.	46. Kubheka, P. H.	71. Mogale, S.
21. Giqwa, N.N.N.	47. Kwayiba, M J	72. Montsi, M.
22. Goliath, B.	48. Laubscher, M.	73. Montsiwagae, M.
23. Gumede, J.	49. Ledwaba, L.	74. Moodley A.
24. Heslinga, S.	50. Ledwaba, S.M.	75. Moredi, M.
25. Heunis, D.	51. Mahlangu, T.	76. Morena, M.
26. Heymans, A.		77. Morris, I.

- | | | |
|-----------------------|----------------------|--------------------------------|
| 78. Motswenyane A.T. | 102. Potgieter, | 126. Strydom, L. |
| 79. Mphosi, D. | 103. Priest, N. | 127. Swart, E. |
| 80. Mphuthi, S.T. | 104. Prinsloo, C. | 128. Thabethe, E. |
| 81. Mtambeka, P. | 105. Qhobela, M. | 129. Thebe, K. |
| 82. Mthembu, P.J. | 106. Quinn, A. | 130. Tromp, M. |
| 83. Mtshaki, J. | 107. Ramajoe, M. | 131. Tsabalala, P. |
| 84. Myburg, M. | 108. Ramphal, S. | 132. Van der Merwe, J. |
| 85. Mzimela, T.Y. | 109. Rapalo, M. | 133. Van der Merwe, R. |
| 86. Naidoo, J. | 110. Raphalu, M.N. | 134. Van der Westhuizen,
J. |
| 87. Naude, A | 111. Raphlan, N | 135. Van Onselen H. |
| 88. Ndlovu, H. S. | 112. Ryan, C | 136. Van Rensburg H.E |
| 89. Nel, C. | 113. Sapula, P | 137. Van Rooyen, K. |
| 90. Nel, H. | 114. Saunders, Y. | 138. Van Vuuren, T. |
| 91. Njozela, P. | 115. Scheepers, A. | 139. Van Wyk, A.C. |
| 92. Nkomonde, P | 116. Sedumedi, N. | 140. Van Zyl, G. |
| 93. Ntli, R.K. | 117. Segalo, M. | 141. Van Zyl, M. |
| 94. Ntshiba, N.H. | 118. Seitsang, E. M. | 142. Venter, R. |
| 95. Ntsoetsanyane, P. | 119. Senoge, S. | 143. Vermaak, L. |
| 96. Page, J. | 120. Sibiya, P.J. | 144. Von Wielligh, T. |
| 97. Pelzer, E. | 121. Sofika, N. | 145. Vorster, M. |
| 98. Petersen, B. | 122. Somo, T. | 146. Willemse, S. |
| 99. Philander, M. | 123. Stadler, Irma | |
| 100. Phokojoe , N.P. | 124. Steenkamp, A. | |
| 101. Pieters, L | 125. Stone, M.J. | |

OVERARCHING BIBLIOGRAPHY

AAWS *see* WOLFE, I.S. 2004^a.

ACADEMIC SERVICES. 2000. *Teaching feedback questionnaires*. Potchefstroom: North-West University .

ADKINS, S. 2003. *ROI from Workflow-Based E-Learning: Time is money*. [Web:] <http://www.learningcircuits.org/2003/oct2003/adkins.htm> [Date of use: 22.01.2007]

AKADE, A. 2001. Risky business: South African youths and HIV/AIDS prevention. *Education Studies*. Vol. 27(3):237-256.

ALL ABOUT WORKPLACE STRESS. 2004. *Cost of obesity*. [Web:] <http://www.allaboutworkplacestress.com/obesity.html> [Date of use: 2007.01.24].

ALLCORN, S. 1994. *Anger in the Workplace. Understanding the courses of aggression and violence*. London: Quorum Books. P 1-162.

AMERICAN LUNG ASSOCIATION. 2006. Well workplace challenge employer tool kit. *Business Health Services*. [Web:] <http://www.HealthyJackson.org> [Date of use: 2006.08.11] .

ANON. 1999. *Assertiveness training*. Pretoria: Training Department, Mutual & Federal (Unpublished).

ANON. 2007^a. *Total Success Newsletter: Time management*. [Web:] <http://www.tsuccess.dircon.co.uk/timemangementtips.htm> [Date of use: 2007.09.08]

ANON. 2007^b. 10 Time management myths. *Zoho Writer* [Web:] <http://zohowriter.com/public/26433/70505> [Date of use: 2007.10.01]

ANTHEM BLUE CROSS. 2007. *Perspectives on health care - obesity*. [Web:] <http://www.bizvoicemagazine.com/we-obesity.htm> [Date of use: 2007.01.22]

AQUINO, K. 2000. Structural and individual determinants of workplace victimization: the effects of hierarchical status and conflict management style. *Journal of Management*, 26[2]: 171-193.

ASK AFRICA. 1997. *South African Police Service: Social Work Services needs assessment: research report*. Pretoria: SAPS

- ASTD. 2006. *Key steps of blended learning*. [Web:] <http://www.cnn.com> [Date of use: 2007.01.24]
- BABBIE, E. 2001. *The practice of social research* (9th Edition). Belmont (CA): Wadworth/Thompson Learning.
- BADUDU, F.M. 2004. *Time: the downfall of African corporate culture*. [Web:] <http://www.africaninsight.info/productivity/perceptions> [Date of use: 2007.10.24]
- BAGWELL, D.C. 2000. *Financial and work outcomes of credit counselling clients*. Virginia: National Institute for Personal Finance Employee Education, Virginia Tech.
- BAILEY, K.D. 1994. *Methods of social research*. New York: The Free Press.
- BARKER, R.L. 1995. *The Social Work Dictionary*. 3rd ed. Washington, D.C.: National Association of Social Workers, NASW Press.
- BARNES-SLATER, C. & FORD, J. 2004. *Measuring conflict: both the hidden costs and the benefits of conflict management interventions*. Mediate.com [Web:] <http://www.LawMemo.com> [Date of use: 2005.11.23].
- BARTEL, A.P. 2000. Measuring the employer's return on investments in training: evidence from the literature. *Industrial Relations*, Vol. 39 (3).
- BECK, E.J., MINERS, A.H. & TOLLEY, K. 2001. The cost of HIV treatment and care: a global review. *Pharma Co-economics*, 19(1):13-39.
- BENTLEY, T. 1994. Facilitation. *Providing opportunities for learning*. London: McGraw-Hill Book Company. p55.
- BERGER, E.I., RATCHFORD, B.T. & HAINES, G.H. 1994. Subjective product knowledge as a moderator? Relationship between attitudes and purchase intentions for a durable product. *Journal for Ecometric Psychology*. Vol.15, (No 2), June 1994, pp. 301-314.
- BIZBLOG. 2007. *Personal phone calls*. [Web:] <http://www.bizblog24.co.uk/labels/invoice.html> [Date of use: 2007.08.22]
- BROOKINGS INSTITUTE. 2002. *Metrics-Based Management: ROI spoken here*. [Web:] http://download.microsoft.com/documents/uk/windowsserversystem/businessintelligence/whitepapers/FY05_BI_Business_Article-Metrics-based_Management.doc [Date of use: 2006.08.11]
- BRYMAN, A. 2003. *Triangulation*. [Web:] www.referenceworld.com/sage/socialscience/triangulation.pdf [Date used: 13 September 2003].

- CARMICHAEL, T. & SUTHERLAND, M. 2005. *A holistic framework for the perceived return on investment in an MBA*. Graduate School of Business Administration, University of the Witwatersrand, RSA. Volume 36 (2), March, 2005.
- CASEY, M. & CASEY, P. 1997. Self-esteem training as an aid to acquiring conflict management skills. *Australian Journal of Adult and Community Education*. 37[3]: 160-166, November.
- CERIDIAN, M. 2006. *The lights are on, but nobody's home: preventing presenteeism*. [Web:] <http://www.ceridian.com/myceridian/connection> [Date of use: 2007.01.24]
- CLARK, K., PETERS, S.A. & TOMLINSON, M. 2003. The determinants of lateness: evidence from British workers. *Scottish Journal of Political Economy*. Vol. 52(2): pp. 282-304
- COHEN, J. 1977. *Statistical power analysis for the behavioural sciences*. Hillside, NJ: Erlbaum.
- COHEN, J. 1988. *Statistical power analysis for the behavioural sciences* (2nd Edition). Hillside, NJ: Erlbaum.
- CONFLICT RESEARCH CONSORTIUM, UNIVERSITY OF COLORADO (USA). 2005. *Analytical problem solving*. [Web:] <http://www.colorado.edu/conflict/peace/treatment/anps.htm> [Date of use: 2005.07.19].
- COULTER, C. H. & CEBS. 2006. The employer's case for health management. *Benefits Quarterly*. Philadelphia, PA. First Quarter 2006, pp. 23-33.
- CRESWELL, J.W. 2003. *Research design: qualitative, quantitative and mixed methods approaches* (2nd Edition). Thousand Oaks: Sage Publications.
- DANA MEDIATION INSTITUTE (DMI). 2001. *The Dana measure of financial cost of organizational conflict*. [Web:] <http://www.mediationworks.com> [Date of use: 2005.12.08].
- DAVIDOVE, E.A. & SCHROEDER, P.A. 1992. Demonstrating ROI of training. *Training & Development*, 46 (8):70-71, August.
- DE STADLER, L.G. 1994. *Groot tesourus vir Afrikaans*. Halfweghuis: Southern Boekdrukkers.
- DE VOS, A.S. 2002. Programme evaluation. (In De Vos, A.S. (ed.) 2002 *Research at grass roots for the social sciences and human service professions*. Pretoria: Van Schaik).
- DE VOS, A.S. & FOUCHE, C.B. 1998. Selection of a research design (In De Vos, A.S. (ed.) *Research at grass roots, primer for the caring professions*. Pretoria: Van Schaik Publishers).
- DESTINY HEALTH INSURANCE COMPANY. 2006. *Are your employees healthy or not?* [Web:] <http://destinyhealth.com> [Date of use: 2006.08.11]

DMI *see* DANA MEDIATION INSTITUTE (DMI)

DONATI, S., HAMAN, R. & MEDDA, E. 2000. Family planning KAP survey in Gaza. *Social Science & Medicine*, Vol. 50 (No. 6), March 2000, pp 841-849.

DOUGLAS, P.A. 2001. *Procrastination – overcoming inertia*. [Web:] <http://www.padouglas.com>
[Date of use: 2007.10.25]

DU TOIT, M., NIENABER, A., HAMMES-KIRSTEN, D., KIRSTEN, T., CLAASEN S.E., DU PLESSIS, W. & WISSING, M. 1997. *A life-skills & coping programme for adolescents: a manual for teachers*. Potchefstroom: PU for CHE.

EBERSOHN, L. & ELOFF, I. 2003. *Life skills & assets*. Pretoria: Van Schaik Publishers.

ELKIND, P.D. 1993. Correspondence between knowledge, attitudes, and behaviour in farm health and safety practice. *Journal of Safety Research*, Vol. 24 (No. 3), Autumn, pp. 171-179.

ELMES, D.G., KANTOWITZ, B.H. & ROEDIGER, H.L. 2003. *Research methods in psychology*. Belmont (CA): Thomson/Wadsworth.

ENGEL, R.S. & WORDEN, R.E. 2003. Police officers' attitudes, behavior and supervisory influences: an analysis of problem solving. *Criminology*, Vol. 41(1):131-166.

ERASMUS, C. 2003. *Fisieke instandhouding en wetstoepassing: 'n impakstudie op die Suid Afrikaanse Polisiediens*. Pretoria, University of Pretoria. D.Phil. (Human Movement Science).

FITZ-ENZ, J. 2000. *The ROI of human capital. measuring the economic value of employee performance*. New York: AMACOM.

FITZ-ENZ, J. & DAVISON, B. 2002. *How to measure human resources management*. New York: McGraw-Hill

FLETCHER, T.A, BRAKEL, S.J. & CAVANAUGH, J.L. 2000. Violence in the workplace: new perspectives in forensic mental health services in the USA. *British Journal of Psychiatry*. Vol. 176: 339-344.

FORTADO, B. 2001. The metamorphosis of workplace conflict. *Human Relations*. Vol. 54(9): 1189-1221, September.

FOUCHE, C.B. & DE VOS, A.S. 2002. Quantitative research designs. (In De Vos, A.S. (ed) *Research at grass roots: for the social sciences and human service professions*. Pretoria: Van Schaik Publishers. pp. 137-149.)

- FOWLER, B. & WOODBERY, B. 2000. *Effective meeting management*. [Web:] http://scc-fl.com/hr/lc/media/effective_meeting_mngt.ppt [Date of use: 2007.10.25]
- FOX, W., VAN WYK, B. & FOURIE, M. 2001. *Polisiebestuur in Suid-Afrika*. Landsdowne: Juta.
- GABOR, P.A., UNRAU, Y.A. & GRINNELL, R. 2001. Program-level evaluation. (In Grinnell, R.M. (ed.) *Social work research and evaluation: quantitative and qualitative approaches*. 6th ed. Belmont: (CA): Brooks/Cole. pp. 481-509.)
- GABRIEL, P. & LIIMATAINEN, M-R. 2000. *Mental health in the workplace*. Geneva: International Labour Office. (ISBN 92-2-112223-9)
- GARMAN, E.T. 1997. *Conference to explore issues of financial stress and worker productivity*. [Web:] <http://www.sciencblog.com/community/older/1997/B/199701347.html> [Date of use: 2005.01.10].
- GIDDISH, L. 2002. Be assertive now. *True Love*. January, pp.108-110.
- GOEDECKE, J.H., JENNINGS, C.L. & LAMBERT, E.V. 2005. Obesity in South Africa (In Steyn, K., Fourie, J. & Temple, N. (eds.) *Chronic diseases of lifestyle in South Africa: 1995-2005*. Tygerberg: Medical Research Council (Chapter 7, pp. 65-79)).
- GOLDING, A. 2005. *Contemporary workplace issues*. [Web:] <http://www.ilr.cornell.edu/library/research/WorldOfWork> [Date of use: 2007.10.17]
- GOLDWASSER, D. 2001. Beyond ROI. *Training*. Vol. 38 (1):82-88, January.
- GORDIAN HEALTH SOLUTIONS INC. 2006. *Managing the obesity problem*. [Web:] <http://www.gordian-health.com> [Date of use: 2006.08.11]
- GRAVETTER, F.J. & FORZANO, L.B. 2003. *Research methods for the behavioural sciences*. Belmont (CA): Thompson/ Wadsworth.
- GREEN, P. & SKINNER, D. 2005. Does time management training work? An evaluation. *International Journal of Training and Development*, Blackwell Publishing Ltd., Oxford, UK, 2005.
- GROOT TESOURUS VIR AFRIKAANS *see* DE STADLER, L.G.
- HEALTH PROMOTION ADVOCATES. 2006. *The health and economic case for health promotion*. [Web: <http://www.healthpromotionadvocates.org>] [Date in use: 2007.09.03]
- HILTON, A. 2003. Should qualitative and quantitative studies be triangulated? *International Society of Nurses*. [Web:] <http://www.isncc.org/lists/asp?Table=News&Page=traingle> [Date of use: 15 September 2003]

- HINKEN, G.G. 2006. *The organizational impact of smoke break management in Strategic Air Command*. Defense Technical Information Center. [Web:] <http://www.stinet.dtic.mil/oai/oai?> [Date of use: 2002.01.26]
- HOEL, H., SPARKS, K. & COOPER, C.L. 2004. *The cost of violence/stress at work and the benefits of a violence/stress-free working environment*. Report Commissioned by the International Labour Organization (ILO), Geneva. [Web:] <http://www.workstress.net/bobby/cost.htm> [Date of use: 2005.11.23].
- HUDSON, J. & GRINNELL, R.M. 1989. Program evaluation. (In Compton, B.R. & Galaway, B. (eds.) *Social work process*. Belmont: Wadsworth p. 691-711).
- HUISAMEN, P. 2003. *'n Evaluasie van die tydsbestuur, doelwitbeplanning en probleemoplossing kapasiteitsbouprogramme van die Suid-Afrikaanse Polisiediens*. Potchefstroom: North-West University. Theses: M.A. (Social Work).
- HUISAMEN, P. 2005. *Die effek van die besluitnemings- en lewensdoelkomponente van die SAPD se Selfbestuur Personeelkapasiteitsbouprogramme*. Potchefstroom: North-West University. Thesis Ph.D. (Social Work).
- HUSS, M. 2007. *Worker lateness costs business 66 million pounds every year*. [Web:] http://www.bytestart.co.uk/content/news/1_12/late-for-work.shtml [Date of use: 22.02.2007]
- ICD *see* SOUTH AFRICA (Rep.) INDEPENDENT COMPLAINTS DIRECTORATE.
- ILO *see* Hoel, H., Sparks, K. & Cooper, C.L.
- ILO *see* INTERNATIONAL LABOUR ORGANIZATION (ILO)
- INTERNATIONAL LABOUR ORGANIZATION (ILO). 2004. *The ILO programme on HIV/AIDS and the world of work (revised edition)*. Geneva: International Labour Office. (ISBN 92-2-115824-1.)
- JACKSON, S.L. 2003. *Research methods and statistics: a critical thinking approach*. Belmont (CA): Thomson/Wadsworth.
- JANSEN VAN VUUREN, A.J.E. 2006. *An Evaluation of the "Healthy lifestyle" and "Coping with "Change" personnel capacity building programmes of the South African Police Service*. Potchestroom: North-West University. Thesis M.A. (Social Work).
- JOHNSON, D.W. 1990. *Reaching out. interpersonal effectiveness and self-actualization*. New York: Prentice-Hall Inc. p1-342.

- JOHNSON, P.R. & INDVIK, J. 1996. Stress and workplace violence: it takes two to tango. *Journal of Managerial Psychology*. Vol. 11(6): pp. 18-27
- KEE, J.E. 2004. Cost-effectiveness and cost-benefit evaluation. (In Wholey, J.S., Hatry, H.P. & Newcomer, K.E. *Handbook of practical program evaluation*. 2nded. San Francisco (Calif.): Jossey-Bass pp. 506-541).
- KINDLER, H.S. 1988. *Managing disagreement constructively. conflict management in organizations*. New York: Crisp Publications Inc. pp. 1-91.
- KIRKPATRICK, D. 1998. *Evaluating training programs: the four levels*. San Francisco: Barrett-Koehler Publishers.
- KISTAN, K.F. 2000. *Conflict management in selected secondary schools in the Durban South Region of KwaZulu-Natal*. Johannesburg : RAU [Verhandeling - M. Ed.] pp.17-49.
- KIVIMAKI, M, ELOVAINIO, M & VAHTERA, J. 2000. Workplace bullying and sickness absence in hospital staff. *Journal of Occupational and Environmental Medicine*. Vol. 57: October, pp. 656-660.
- KLEINKE, C.L. 1991. *Coping with life challenges*. California: Brooks/Cole Publishing Company. p1-109.
- LAUER, R.H. & LAUER, J.C. 2004. *Social problems and the quality of life*. New York: McGraw-Hill. Pp. 266-291.
- LEARNDIRECT BUSINESS. 2005. *Training that takes your staff away from work for a day?* [Web:] <http://www.personneltoday.com> [Date of use: 2007.01.05]
- LEE, D. 1997. Employee stress: the true cost. *John Liner Review*. Vol. 11 (3):33-38.
- LOCKARD, L. 2007. *Workplace conflict resolution*. [Web:] <http://www.leslielockard.com/workplace.htm>. [Date of use: 2007.09.20]
- LYMAN, J. 2005. *When technology wastes time*. [Web:] <http://www.technewsworld.com> [Date of use: 2007.01.25].
- MARK, R. 1996. *Research made simple: a handbook for social workers*. London: Sage Publications.
- MARSHALL, R. 1999. *Return-on-investment (ROI) analysis of education and training in the construction industry*. [Web:] <http://www.cdc.gov/elcosh/docs/d10100/d000132.html>. (Date of use: 2006.08.09)

- MARTIN, G. & PEAR, J. 1996. *Behaviour modification: what it is and how to do it*. Prentice Hall, Englewood Cliffs, New Jersey. pp.3-122.
- McBURNEY, D.H. 1994. *Research Methods*. (3rd edition). Pacific Grove (Calif.): Brooks/Cole Publishing Company.
- McBURNEY, D.H. 2001. *Research methods*. (5th edition). Belmont (CA): Wadsworth.
- McCANN, T.V. & SHARKEY, R.J. 1998. Educational intervention with international nurses and changes in knowledge, attitudes and willingness to provide care to patients with HIV.AIDS. *Journal of Advance Nursing*, Vol. 27 (No.), pp 267-273.
- McCONNEN, S. 1992. *Conflict*. London: Thomas Nelson and Sons Ltd.
- McCORMACK, B. & HILL, E. 1997. *Conducting a survey: the SPSS workbook*. London: International Thomson Business Press, pp. 1-61.
- McCRATY, R., ATKINSON, M. & TOMPSON, M. 1999. *Impact of the heart math self-management program on physiological and psychological stress in police officers*. [Web:] <http://www.heartmath.org/ResearchPapers/Police/welcome.html> [Date used: 4 December 2001].
- MEYER, M., OPPERMAN, C. & DYRBYE, C. 2003. *Measuring ROI in training*. (In Microsoft Knowres Publishing '03.) [CD-ROM.]
- MGH CONSULTING *see* Barnes-Slater.
- MILLAR, M. 2005. Employee lateness reduces productivity. *Personnel Today*. [Web:] <http://www.personneltoday.com/Articles/2005/04/20/29372/employee-lateness-reduces-productivity.html> [Date of use: 2007.07.01]
- MITCHELL, C. & BANKS, M. 1996. *Handbook of conflict resolution: the analytical problem-solving approach*. London: Pinter.
- MITCHELL, C.M. & KAUFMAN, C.E. 2002. Structure of Knowledge, Attitudes, and Behaviour among American Indian young adults. *AIDS Education and Prevention*, Vol. 14 pp. 401-408.
- MITCHELL, W.A. 2005. *Editorial: The value of evaluation*. *Social Work Practitioner-Researcher/Maatskaplikewerk Navorsers-Praktisyn*. Vol. 17(2): i-ii.
- MOONEN, J. 2003. Simplified return-on-investment. *Interactive learning environments*, 11(2):147-165

- MOREAU, M., VALENTE, F., MAK, R., PELFRENE, E., DE SMET, P., DE BACKER, G. & KORNITZER, M. 2004. Obesity, body fat distribution and incidence of sick leave in the Belgian workforce: the Belstress study. *International Journal of Obesity*. Vol. 12 (5), pp. 574-582, 10 February 2004.
- MULLINS, L.J. 2005. *Management and organizational behavior*. London: Pearson Education Limited.
- NEL, J.E. s.a. 'n Evaluasie van die "Be Money Wise" en "Self-Knowledge" Kapasiteitsbouprogramme van die Suid-Afrikaanse Polisiediens. Potchefstroom: North-West University. (Partially completed theses: M.A. (Social Work)).
- NELSON-JONES, R. 1986. *Human relationship skills*. London: Biddles Ltd.
- NELSON-JONES, R. 1991. *Lifeskills: a handbook*. London: Dotesios.
- NEWELL, S. 2002. *Creating the healthy organization. well-being, diversity and ethics at work*. London: Thomson Learning. Pp. 45-51.
- NIDDK. 2006. *Statistics related to overweight and obesity*. [Web:] <http://win.niddk.nih.gov/statistics/index.htm> [Date of use: 2007.01.22]
- NIHCM (NATIONAL INSTITUTE FOR HEALTH CARE MANAGEMENT). 2006. *Building new partnerships and community commitment*. [Web:] <http://www.nihcm.org> [Date of use: 2006.08.11]
- NORMAN, R., MQOQI, N. & SITAS, F. 2005. Lifestyle-induced cancer in South Africa. (In Steyn, K., Fourie, J. & Temple, N. (eds.) *Chronic diseases of lifestyle in South Africa: 1995-2005*. Tygerberg: Medical Research Council (Chapter 12, pp. 142-185)).
- NORTH-WEST UNIVERSITY. 2002. *General academic rules of the North-West University*. Potchefstroom: NWU.
- NPCBW. 2006. *Time management*. [Web:] http://www.npcbw.org/cgi-bin/weblog/blog/render_page.php?display=19 [Date of use: 2007.01.9]
- ORREN, C. 2004. *An EAP impact and cost benefit analysis at a South African national organization*. Pretoria: University of Pretoria. (Dissertation-MA).
- PATTON, M.Q. 2002. *Qualitative research & evaluation methods*. London: Sage Publications.
- PERSONEL TODAY. 2005^a. *Training that takes your staff away from work for a day?* [Web:] <http://www.personneltoday.com> [Date of use: 2007.01.25]

- PERSONNEL TODAY. 2005^b. *Employee lateness reduces productivity*. [Web:] <http://www.personneltoday.com/> [Date of use:2007.01.24]
- PERSONNEL TODAY. 2006. *Spotlight on... lateness*. [Web:] <http://www.personneltoday.com/Articles/2006/11/21/38225/spotlight-onlateness.html> [Date of use: 2001.01.24]
- PHILLIPS, P.P. 2002. *The Bottom line on ROI*. Atlanta: CEP Press.
- PLUG, C., LOUW, D.A.P., GOUWS, L.A. & MEYER, W. F. 1997. *Verklarende en vertalende sielkundigewoordeboek*. Sandton: Heinemann Voortgesette Onderwys [Edms] Bpk
- POSNER, R. 2007. *Assessing the global risk of chronic diseases*. [Web:] <http://globalenvision.org/index.php?> [Date of use: 2007.09.23]
- POWELL, B. 2005. *ROI of recruiters. IQ insight*. [Web:] <http://www.iqpartners.com> [Date of use: 2005.12.05].
- PRIDEMORE, D. 2002. *Absenteeism patterns in selected hospitals*. [Web:] <http://www.nhs.com/content/disciplinarytrends> [Date of use: 2007.10.26]
- PROUDFOOT CONSULTING. 2005. *An international study of company-level productivity*. [Web:] <http://www.proudfootconsulting.com> [Date of use: 2006.09.09]
- PSWS *see* SOUTH AFRICA (Rep.), POLICE SOCIAL WORK SERVICES.
- PUONE, T., STEYN, K., BRADSHAW, D., LAUBSCER, R., FOURIE, J., LAMBERT, V. & MBANANGA, N. 2002. *Obesity in South African Demographic and Health Survey*. [Web:] <http://www.obesityresearch.org/cgi/content/abstract/10/10/1038> [Date of use: 2007.01.22]
- RANKIN, P. 2005. *Evaluation of social work intervention programmes: principles and procedures*. (Paper presented at the 5th International Conference on Evaluation for Practice, 13 - 14 July, University of Huddersfield, United Kingdom).
- ROBBINS, S.P. 1984. *Management: concepts and practices*. Englewood Cliffs: Prentice-Hall.
- ROOTH, E. 2000. *An investigation of the enhanced relationship between participants in life skills courses and the environment*. Pretoria: Human Science Research Council.
- S.A. HEALTH SYSTEMS TRUST. 2005. *Health statistics*. [Web:] <http://www.hst.org.za> [Date of use: 2005.09.24].
- S.A. MEDICAL RESEARCH COUNCIL *see* SOUTH AFRICAN MEDICAL RESEARCH COUNCIL

SA *see* SOUTH AFRICA [Rep.]

SACENDU *see* South African Community Epidemiology Network on Drug Use (SACENDU).

SALOOJEE, Y. 2005. Tobacco control in South Africa (*In* Steyn, K., Fourie, J. & Temple, N. (eds.) *Chronic diseases of lifestyle in South Africa: 1995-2005*. Tygerberg: Medical Research Council (Chapter 5, pp. 48-57)).

SAPS *see* SOUTH AFRICA (Rep.) SOUTH AFRICAN POLICE SERVICE.

SARANTAKOS, S. 1998. *Social research*. South Yarra (Australia): MacMillan.

SAS INSTITUTE INC. 1999. *The SAS System for Windows Release 8.02 TS Level 02M0* Copyright© 1999-2001 by SAS Institute Inc., Cary, N.C., USA.

SHEPHERD, C. 2005. *Learning object design assistant*. [Web:] <http://www.fastrak-consulting.co.uk>. [Date of use: 2005.04.15].

SIGMA ASSESSMENT SYSTEMS INC. 2006. *The economic benefits of the ESQ-CC*. [Web:] <http://www.sigmaassessmentsystems.com/articles/esq-ccbenefts.asp> [Date of use: 2007.01.29]

SMITH, I.W. 2004. Continuing professional development and Workplace Learning: Human Resource Development: Measurement: Measuring Return on Investment. *Library Management*. Vol. 25, (6-7):318-320, 2004.

SMOKENDERS. 2005. *Smokers in the corporate environment*. [Web:] <http://www.smokers.co.za/smokers...> [Date of use: 2007.01.27]

SOUTH AFRICA (Rep.), INDEPENDENT COMPLAINTS DIRECTORATE (ICD). 2004. *Annual Report: 2003/04*. Pretoria: Government Printer.

SOUTH AFRICA (Rep.), INDEPENDENT COMPLAINTS DIRECTORATE (ICD). 2005. *Annual Report: 2004/05*. Pretoria: Government Printer.

SOUTH AFRICA (Rep.), POLICE SOCIAL WORK SERVICES. 1999. *Minutes of National Conference in Graaff-Reinet*. Pretoria: SAPS.

SOUTH AFRICA (Rep.), POLICE SOCIAL WORK SERVICES. 2001^a. *Working committee: Lifeskills*. Pretoria: SAPS.

SOUTH AFRICA (Rep.), POLICE SOCIAL WORK SERVICES. 2001^b. *Annual Report, 1 April 1999- 31 March 2001*. Pretoria: SAPS.

- SOUTH AFRICA (Rep.), POLICE SOCIAL WORK SERVICES. 2001^d. *Life Skills Programme*. Pretoria: Police Social Work Services.
- SOUTH AFRICA (Rep.), POLICE SOCIAL WORK SERVICES. 2003. *Annual Report*, 1 April 2002-31 March 2003. Pretoria: SAPS.
- SOUTH AFRICA (Rep.), SOUTH AFRICAN POLICE SERVICE (HUMAN RESOURCES). *Education training and development policy*. [Web:] <http://www.is.org.za/polprocnew/educationtrainingdevpolicy.htm> [Date used: 2 March 2003].
- SOUTH AFRICA (Rep.), SOUTH AFRICAN POLICE SERVICE (HUMAN RESOURCES). *Resolution 7/2002*. [Web:] http://www.is.org.za/hrnew/resolution/article_1.htm [Date used: 2 March 2003].
- SOUTH AFRICA (Rep.), SOUTH AFRICAN POLICE SERVICE. 2001. *Life Skills Programme*. Pretoria: Social Work Services.
- SOUTH AFRICA (Rep.), SOUTH AFRICAN POLICE SERVICE. 2003. *Annual report: 2002-2003*. Pretoria: Government Printer
- SOUTH AFRICA (Rep.), SOUTH AFRICAN POLICE SERVICE. 2004. *Annual report: 2003-2004*. Pretoria: Government Printer
- SOUTH AFRICA (Rep.), SOUTH AFRICAN POLICE SERVICE. 2005^a. *Annual report: 2004-2005*. Pretoria: Government Printer.
- SOUTH AFRICA (Rep.), SOUTH AFRICAN POLICE SERVICE. 2005^b. *Agreement 3/2005 on employment relations manual. Safety and Security Sectoral Bargaining Council*. Pretoria: SAPS.
- SOUTH AFRICA (Rep.), SOUTH AFRICAN POLICE SERVICE. 2006. *Annual report: 2005-2006*. Pretoria: Government Printer.
- SOUTH AFRICAN COMMUNITY EPIDEMIOLOGY NETWORK ON DRUG USE (SACENDU). 2005. *Alcohol and drug abuse trends: January 2004 – June 2005 (phase 16-18)*. [Web:] <http://www.sahealthinfo.org/admodule/sacendu.htm> [Date accessed: 2006.07.17].
- SOUTH AFRICAN MEDICAL RESEARCH COUNCIL. 2006. *Media release on the Occasion of the Launch of the 2005/6 Annual Report, SA Medical Research Council*. [Web:] <http://www.mrc.ac.za/pressreleases/9pres> [Date of use: 2007.01.17]
- SPATZ, C. 2001. *Basic statistics: tales of distributions*. Belmont (CA): Wadsworth/ Thompson Learning.

- SPEARHEAD TRAINING. 2007. *Personal development, self and time management*. [Web:] <http://www.spearhead-training.com/personeldevelopment/time-management.php> [Date of use: 2007.02.26].
- SPORTS SCIENCE INSTITUTE OF SOUTH AFRICA. 2007. *Programmes: chronic diseases reduction & reversal*. [Web:] <http://www.ssis.com/pchronicdisease.asp> [Date of use: 2007.03.09]
- STEVENS, P. & YACH, D. M. 1995. *Community policing in action*. Kenwyn: Juta & Co, Ltd.
- STEYN, H.S. 1999. *Praktiese beduidenheid: die gebruik van effekgroottes*. (Wetenskaplike Bydraes, Reeks Natuurwetenskappe, nr. 117). Potchefstroom: Publikasiebeheer Komitee, PU vir CHO.
- STEYN, H.S. 2000. Practical significance of the difference means. *Journal of Industrial Psychology*, Vol. 26 (No. 3) pp.1-3.
- STRATEGIC ISSUES. 2001. AIDS, business and the economy. *Business Africa*, 16-30 September 2001, 8-9.
- STRYDOM, H. 1999. *Maatskaplikewerk-navorsing* (Diktaat D 134/99). Potchefstroom: PU vir CHO.
- STRYDOM, H. & DE VOS, A.S. 1998. Sampling and sampling methods. (In De Vos, A.S. (ed) *Research at grass roots a primer for the caring professions*. Pretoria: Van Schaik Publishers).
- STUTTERHEIM, E. & MORUANE, S. 2002. The repositioning of social work in the SAPS. (In Weyers, M. L. (ed.) *Repositioning social work within a changing environment: a collection of papers presented at the 2002 National Conference of the Joint University Committee for Social Work*. Potchefstroom: School for Psychosocial Behavioural Sciences, PU for CHE. Pp.168-178.)
- STUTTERHEIM, E. & WEYERS, M.L. 2002. *Strength-focused intervention: the new approach of the Police Social Work Services*. Paper presented at the; International Conference on Military Medicine (ICMM) held on September 15-20, 2002 at Sun City, South Africa.
- STUTTERHEIM, E. & WEYERS, M.L. 2004. Strengths-focused intervention: the new approach of the Social Work Service of the South African Police Service (SAPS). *Social Work/ Maatskaplike Werk*, 40(1):1-14.
- SWANEPOEL, M. 2007. *An interview with the researcher*. Financial Services, SAPS Provincial Office: Gauteng.

- TELEWEST BUSINESS. 2006. *Misuse of office technology adds more than two hours to the working day*. [Web:] http://www.bytestart.co.uk/content/news/1_12/technology-work-load.shtml [Date of use: 2007.10.07].
- TERRERI, A. 2003. Good choices, good health. *Business NH Magazine*, September 2003, pp. 31-33.
- THOMPSON, N. 2002. *People Skills* (2nd Edition). New York: Palgrave MacMillan.
- TRACY, B. 2007. *Time management for results*. [Web:] <http://timemanagementforresults> [Date of use: 2007.01.25]
- TRAVAGLIONE, A. & MARSHALL, V. 2000. *Human resource strategies: an applied approach*. South Yarra (Australia): McGraw-Hill Pp. 271-305.
- TSAI, S.P., WEN, C.P., HU, S.C., CHENG, T.Y. & HUANG, S.J. 2005. *Workplace smoking related absenteeism and productivity costs in Taiwan*. [Web:] <http://www.shan.tsai@shell.com> [Date of use: 2007.01.18]
- TURNER LEARNING. 2005. *Glossary of economic terms*. [Web:] www.turnerlearning.com/efts/bball/econglos.htm [Date accessed: 2005.07.17].
- U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES. 2006. *Statistics related to overweight and obesity*. [Web:] <http://www.win.niddk.nih.gov> [Date of use: 2007.01.22]
- UNIVERSITY OF TORONTO. 2006. *Procrastination*. [Web:] <http://www.uts.utoronto.ca/couselling> [Date of use: 2007.01 25].
- VENTER, F. 2006. *The Cultural Difference in Time and Time Management: A Socio-Demographic Approach*. Vanderbijlpark: North-West University, Vaal Triangle Campus. Pp. 39-49.
- VIOLANTI, J.M. 2001. Coping strategies among police recruits in a high-stress training environment. *Journal of Social Psychology*. Vol. 132 (6), 717-729.
- VIOLETTE, J.A. 1990. Employee wellness is good business. *CPA Journal Online* [Web:] <http://www.nysscpa.org/cpajournal/old/09709005.htm> [Date of use: 2007.03 07]
- WEINREICH, N.K. 1999. *Research in the social marketing process*. [Web:] <http://www.social-marketing.com/process.html> [Date used: 18 October 2001].
- WEISS, C.H. 1998. *Evaluation* (2nd ed.) Upper Saddle River (N.J.): Prentice-Hall.
- WEYERS, M.L. 2005. *The ROI way out: An exploration of the use of return on investment (ROI) analyses in social work training and practice* (Paper presented at the National Conference

of the Association of South African Social Work Education Institutions (ASASWEI), 6-7 September 2003. Stellenbosch, South Africa.

WEYERS, M.L. & RANKIN, P. 2007. The facilitation assessment scale (FAS): Measuring the effect of the outcomes of workshops. *Social Work Researcher-Practitioner/Maatskaplikewerk-Navorsers-Praktisyn*,. 19 (1): 92-112, March

WHEATLEY, M.J. & CRINEAN, G. 2007. Solving problems: try a five-stage approach to intelligent action. *Leadership Excellence* [Web:] <http://www.eep.com/Merchant//newsite> [Date of use: 2007.07.13]

WHO *see* WORLD HEALTH ORGANIZATION.

WILLIAMS, H.M. 2003. *An evaluation of the "Managing Stress Effectively" Personnel Capacity Building Programme of the South African Police Service*. Potchefstroom: North-West University. Theses: M.A. (Social Work).

WILLIAMS, H.M. 2006. *The effect of the Human Relations and Health Maintenance components of the South African Police Service Self-Management Programme*. Potchefstroom: North-West University. Theses: Ph.D. (Social Work).

WILLIAMS, H.M. 2007. *An interview with the researcher*. Pretoria. PSWS Subsection Head: Policy and Research.

WILLIAMSON, M. 2006. *What are productivity time-wasters?* [Web:] <http://www.catalogs.com> [Date of use: 2007.01.25].

WILSON, B. 1991. U.S. business suffer from workplace conflict. *Personnel Journal*. July, 1991:47-50.

WOJCIK, J. 2006. Few employers adopt stop-smoking programs. *Business Insurance*. Vol. 40 (50) pp 4, 26 Dec 11, 2006 [Web:] <http://www.businessinsurance.com> [Date of use: 2007.01.26]

WOLFE, I.S. 2004^a. Cost of obesity. *All About Workplace Stress*. [Web:] <http://www.allaboutworkplacestress.com/obesity.html> [Date of use: 2007.01.24].

WOLFE, I.S. 2004^b. Human capital management. *All About Workplace Stress*. [Web:] <http://www.allaboutworkplacestress.com> [Date of use: 2007.01.24].

WOODCOCK, E.W. 2006. Incorporate time savers into every aspect of practice. *Cosmetic Surgery Times*, August 2006, pp. 38-42.

WORK RELATIONSHIPS INC. 2000. *Measuring your ROI for interpersonal risk management* [Web:] <http://www.workrelationships.com/s> [Date of use: 2007.09.20]

- WORKING PARTY ON DEVELOPMENT COOPERATION AND ENVIRONMENT.
1999. *Environment communication: applying communication tools towards sustainable development*. Paris: OECD Publications.
- WORLD HEALTH ORGANIZATION. 2003. *Investing in mental health*. Geneva: Department of Mental Health and Substance Dependence, Non-communicable Diseases and Mental Health. (ISBN 92-4-156257-9)
- WORLD HEALTH ORGANIZATION. 2007. *Global strategy on diet, physical activity and health: obesity and overweight*. [Web:] <http://www.who.int/dietphysicalactivity/publications/facts/obesity> [Date of use: 2007.01.24]
- WPDCE *see* Working Party on Development Cooperation and Environment.
- YENDE, P.M. 2005. *Utilising employee assistance programmes to reduce absenteeism in the workplace*. Johannesburg: University of Johannesburg. (Magister in Business Management) Pp.15-32.
- ZECHMEISTER, E.B. & POSAVAC, E.J. 2003. *Data analysis and interpretation in behavioural sciences*. Belmont (CA): Thompson/Wadsworth
-