

**THE MANAGERIAL ROLE OF WOMEN IN THE
SOUTH AFRICAN POLICE SERVICE:
THE CASE OF JOHANNESBURG SAPS**

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ABSTRACT

Since 1994, South Africa has a new democratic dispensation. This new Democracy in South Africa has the aim to change the lives of every citizen in South Africa. A new Constitution and the Bill of Rights have been adopted to ensure that discrimination policies of the past are to be addressed. The Government of South Africa committed itself to gender equality and this commitment has to transpire to all public institutions. It is therefore, important that public institutions should engage in a process of ongoing change and investigate their own controlled styles in support of gender justice.

In the South African Police, before 1994, women were not considered as an essential part of the workforce and they were not employed in senior management positions. The new South African Police Service adopted community policing as a new style of policing and embarked on a strong sense of service delivery to the community. South Africa has a diverse community and to enable the SAPS to deliver a proper service to the community they serve, the human-resource component should reflect this: incorporating men and women as equal partners. The managers of the SAPS have therefore to change accordingly and with that the whole organisation and its members. When times change, it requires a change in attitudes and perceptions.

The aim of this study was to engender a new consciousness in the SAPS and the society about the role of policewomen as competent managers in a male-dominated profession and not for superiority of any of the genders. In any society women play a critical role, therefore the respect for the rights of women in society brings capability and builds capacity.

Semi-structured interview schedules were used to conduct interviews with female police station managers as well as their subordinates at different stations to obtain the necessary information. A literature review was done to obtain information and views from other authors on the topic of policewomen. Limited research has been done on policewomen or on women in management positions in SAPS.

Chapter one provides an orientation to the study. Legislation by Government as well as policies and directives from the SAPS were discussed in Chapter 2 to set the scene for the study. The question is asked whether these legislation, policies and directives are effectively being implemented to enhance the development of women in the organisation and to give them a fair chance to show their skills and competencies in managerial positions. The study further materialises in a discussion on the role and performance of women in the policing environment and a historical background of women in policing in South Africa. The remainder of the study focuses on the research methodology, the empirical findings, a summary, recommendations and a conclusion.

Title: The managerial role of women in the South African Police Service: The case of Johannesburg SAPS.

Descriptors: Gender, equity, South African Police Service, management, managers, women, policewomen, female station managers.

OPSOMMING

Sedert 1994 het Suid-Afrika 'n nuwe demokrasie. Hierdie nuwe Suid-Afrikaanse demokrasie stel hom ten doel om die lewe van elke Suid-Afrikaanse burger te verander. 'n Nuwe Grondwet en die Wet op Menseregte is aanvaar om te verseker dat diskriminerende beleid van die verlede aangespreek sal word. Die Suid-Afrikaanse regering het dit verbind tot geslagsgelykheid en hierdie verbintenis moet na alle openbare instellings uitgebrei word. Dit is daarom belangrik dat openbare instansies deurlopend betrokke sal wees by die verandering en navorsing van hul eie gekontroleerde style rakende geslagsgelykheid.

Voor 1994 is vroue in die Suid-Afrikaanse Polisie nie gesien as 'n integrale deel van die werkerskorps nie en is hulle nie in diens geneem as senior bestuurders nie. Die nuwe Suid-Afrikaanse Polisie diens het gemeenskapspolisiëring as 'n nuwe polisiëringstyl aanvaar en het veral gekonsentreer op dienslewering aan die gemeenskap. Suid-Afrika bestaan uit 'n diverse gemeenskap en om die SAPD in staat te stel om 'n geskikte diens aan die gemeenskap te lewer, behoort die menslike hulpbronafdeling die inkorporering van mans en vrouens as gelyke vennote in die Diens te weerspieël. Die bestuur in die SAPD, asook die hele organisasie en sy lede, behoort daarvolgens aan te pas. Wanneer tye verander, vereis dit verandering van gesindhede en persepsies.

Die doel van hierdie studie was om 'n nuwe geslagsgelykheidsbewustheid binne die SAPD en die gemeenskap daar te stel oor die rol van polisievroute as bevoegde bestuurders in 'n mans-dominerende professie en nie om die superioriteit van een geslag bo 'n ander te stel nie. Vroue speel 'n kritiese rol in enige samelewing en daarom bring die respek vir die regte van vroue in 'n samelewing bevoegdhede na vore en bou kapasiteit.

Semi-gestruktureerde onderhoudskedules is gebruik om onderhoude te voer met vroue in bestuursposte by stasies so wel as hulle ondergeskiktes by verskillende stasies om die nodige inligting te bekom. 'n Literatuurstudie is gedoen om inligting te bekom oor

standpunte van ander skrywers oor polisievrue. Beperkte navorsing is gedoen op polisievrue of op vrue in bestuursposte in die SAPD.

Hoofstuk een verskaf 'n oriëntasies van die studie. Wetgewing deur die parlement sowel as beleide en direktiewe van die SAPD is bespreek in Hoofstuk 2 om as agtergrond te dien vir die studie. Die vraag word gevra of wetgewing, beleide en direktiewe effektief geïmplimenteer word om die ontwikkeling van vrue in die organisasie te versterk en om hulle 'n regverdige kans te gee om hulle vaardighede en bevoegdhede in bestuursposte te kan toon. Die studie ontwikkel verder in 'n bespreking van die rol en prestasie van vrue in die polisiëringsomgewing en die historiese agtergrond van vrue in polisiëring in Suid-Afrika. Die res van die studie fokus op navorsingmetodologie, empiriese bevindings, 'n opsomming, voorstelle en 'n samevating.

Titel: Die bestuursrol van vrue in die Suid-Afrikaanse Polisie: Die geval van Johannesburg SAPD.

Trefwoorde: Geslag, gelykheid, Suid-Afrikaanse Polisie, bestuur, bestuurders, vrue, polisievrue, vrouestasiestuurders.

TABLE OF CONTENTS

CHAPTER ONE: ORIENTATION

1.1	INTRODUCTION	1
1.2	RESEARCH OBJECTIVES	5
1.3	CENTRAL THEORETICAL STATEMENT	5
1.4	METHOD OF INVESTIGATION	6
1.4.1	Literature study	6
1.4.2	Empirical study	6
1.4.3	Data basis	7
1.5	STRUCTURE OF THE STUDY	7
1.6	CONCLUSION	8

CHAPTER TWO: GENDER EQUALITY: CONCEPTUALISATION AND STATUTORY AND REGULATORY FRAMEWORK

2.1	INTRODUCTION	9
2.2	CONCEPTUAL FRAMEWORK	9
2.1.1	Equality	10
2.2.2.	Gender	11
2.2.3	Culture and organisation culture	13
2.2.4	Discrimination	16
2.2.5	Diversity	17
2.2.6	Sexism	18
2.3.	STATUTORY AND REGULATORY FRAMEWORK	18
2.3.1	Statutory framework	19
2.3.1.1	The Constitution of the Republic of South Africa Act 108 of 1996	19
2.3.1.2	The Bill of Rights	20
2.3.1.3	The Employment Equity Act 55 of 1998	21
2.3.1.4	Promotion of Equality and Prevention of Unfair Discrimination Bill	22
2.3.1.5	The Commission on Gender Equality Act 39 of 1996	22
2.3.2	Regulatory framework	23
2.3.2.1	South Africa's National Policy Framework for Women's Empowerment and Gender Equality	23
2.3.2.2	The White Paper on Affirmative Action in the Public Service	24
2.3.2.3	The Convention for the Elimination of all Forms of Discrimination against Women	25

2.4.	REGULATORY POLICIES AND DIRECTIVES IN SAPS	25
2.4.1	Draft Policy Document – Change (1994)	26
2.4.2	SAPS mechanism to combat racism and sexism	26
2.4.3	SAPS Policy Document on Affirmative Action	27
2.4.4	The Annual Plan of the South Africa Police – 1996/1997	28
2.4.5	Fundamental Equality and the SAPS	28
2.4.6	Equality in the SAPS – Theme 1 (1996)	28
2.4.7	The Women’s Network in the South African Police Service (2003)	29
2.5.	REGULATORY MECHANISMS FOR GENDER EQUALITY AND EQUITY	29
2.5.1	The Commission on Gender Equality (CGE)	30
2.5.2	South African Human Rights Commission (SAHRC)	30
2.6	PROGRAMMES ESTABLISHED BY THE SAPS TO FACILITATE GENDER EQUALITY	31
2.6.1	The Representivity and Equal Opportunity Programme (REOP)	31
2.6.2	The Emerging Leadership Programme (ELP)	33
2.7.	CONCLUSION	35

**CHAPTER THREE: WOMEN IN POLICING IN SOUTH AFRICA:
AN OVERVIEW**

3.1	INTRODUCTION	36
3.2	RESEARCH ON WOMEN IN POLICING	36
3.3	WOMEN IN THE WORKFORCE	37
3.3.1	Women in the South African Police Service	38
3.4	WOMEN IN THE POLICING ENVIRONMENT: HISTORICAL PERSPECTIVES	44
3.5	CHANGE THROUGH EQUALITY	44
3.6	THE HISTORY OF POLICIES AND PROCEDURES IN THE SAPS	45
3.7	CONCLUSION	45

**CHAPTER FOUR: THE MANAGERIAL ROLE OF WOMEN IN
JOHANNESBURG SAPS: EMPIRICAL FINDINGS**

4.1	INTRODUCTION	47
4.2	RESEARCH METHODOLOGY	48
4.2.1	Motivation	48
4.2.2	Literature review	48

4.2.3	Research design	50
4.2.4	Data collection methods	50
4.2.5	Sampling	51
4.2.6	Triangulation	52
4.2.7	Data analysis	52
4.3	BIOGRAPHICAL DATA AND EMPLOYMENT PARTICULARS	54
4.4	FINDINGS OF INTERVIEWS CONDUCTED WITH STATION MANAGERS	57
4.4.1	Responsibilities of station managers	58
4.4.2	Work experience	62
4.4.3	Management experience	64
4.4.4	Subordinates and female station managers	68
4.4.5	Problems experienced as female station managers	70
4.4.6	Equal opportunities	71
4.4.7	Organisational culture	74
4.5	FINDINGS OF INTERVIEWS CONDUCTED WITH SUBORDINATES	76
4.5.1	Responsibilities of interviewed subordinates	77
4.5.2	Performance of station manager in general management duties and responsibilities	82
4.5.3	Reactions of colleagues	86
4.6	CONCLUSION	88

CHAPTER FIVE: SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1	INTRODUCTION	89
5.2	SUMMARY	89
5.2.1	Orientation to the study	89
5.2.2	Statutory and regulatory framework	90
5.2.3	An overview of women in policing	91
5.2.4	The managerial role of women	92
5.3	LIMITATIONS	93
5.4	RECOMMENDATIONS	93
5.5	CONCLUSION	95
	LIST OF REFERENCES	99
	ANNEXURE 1: PROTOCOL FOR ANALYSIS OF DATA	101
	ANNEXURE 2: INTERVIEW SCHEDULE [MANAGERS]	102
	ANNEXURE 3: INTERVIEW SCHEDULE [SUBORDINATES]	104

LIST OF TABLES

Table 1	Ages of the station managers	54
Table 2	Ages of the subordinates	54
Table 3	Marital status of all the respondents	54
Table 4	Managers' race	55
Table 5	Subordinates' gender and race	55
Table 6	Respondents' ranks	56
Table 7	Positions of subordinates	56
Table 8	Experiences of female station managers	57
Table 9	Ranking structure	62
Table 10	Experiences of subordinates with regard to female managers	76

LIST OF FIGURES

Figure 1	Top management positions	72
Figure 2	Senior management positions	73
Figure 3	Skills development	74

CHAPTER 1

ORIENTATION

1.1 INTRODUCTION

Women entered law enforcement work in the late nineteenth century and early twentieth century. This was a time when a strong feminist movement was altering the position of females in society. Women agitated for a variety of measures to move them toward equality with men. One area of concern was that of the imprisonment and detention of women by the police (Segrave, 1995:1). The duties of these women were basically those of a matron and they were involved in domestic tasks such as the preparation of food and the doing of laundry for male police officers and prisoners (Bezuidenhout, 2000). According to Feinman (in Heidensohn, 1992: 43), matrons were concerned with homeless and drunken women and their prime interest centred on eliminating prostitution, because it was argued that police matrons were necessary to prevent sexual abuse and attacks upon arrested and incarcerated women by policemen and male prisoners and to protect young girls and first offenders from hardened criminals. Social purity connections also underpinned movements for the employment of women in policing in the United States and Australia (Brown & Heidensohn, 2000:45).

Before females were able to assume their early and limited role as police officers, they entered law enforcement as matrons, both in prisons and in police station lockups. It was the desire of these women to protect women from the potential abuses they were exposed to when they were thrust into the all-male world of prisons and police (Segrave, 1995:5). The first policewomen were employed on an experimental basis, in part to avoid embarrassments caused by men's behaviour towards women suspects. In Australia, women were employed as police officers in the first instance to prevent crime and engage in moral rescue rather than law enforcement. The justification was couched in terms of women being engaged in the control of women (Brown & Heidensohn, 2000:45).

When women were first employed by the police they had to cope in a hostile, male-dominated environment in police work and had to adapt to the stress of being “tokens”, i.e. by becoming either *police* women or *police women*. They had to assume a tough, hard approach to their work that had to fit in with the male-dominated police model, or accept the typical female or domestic tasks (Snyman & Smit, 2001).

The South African Police (from 1994 the South African Police Service) was established in 1913 and it operated as a male-dominated organisation for 59 years (Groenewald, 1982:7). The Federation of Women’s Organisations requested during 1966 for women to be appointed as police officers. During 1971 the then parliament approved the appointment of women as police officers in the South African Police (Groenewald, 1982:7).

On 1 January 1972 the South African Police accepted the first two white women and they were appointed as the first two commanders of the newly established “women police force” (Groenewald, 1982:7). It was basically their duty as the first female managers to recruit new women police officers into the force. During June 1972 the first white women were trained to be police officers in the South African Police. They were used to search female suspects and deal with female complainants and witnesses (Groenewald, 1982:7). They were excluded from certain units in the South African Police to the extent that a separate women’s police section was instituted to deal with all female related personnel issues in the South African Police. Because of this separate post structure for policewomen, the South African Police appointed two females to manage this section in the police. They can be regarded as the first female ‘managers’ in the South African Police. It was basically their duty to recruit new female police officers in the force (Groenewald, 1982:7). During the early 1980s only a few women started to enter management ranks and were appointed as commanders of stations and branches in the South African Police.

It was the opinion of some male colleagues that “women in high heels and skirts cannot even run to catch a bus” and therefore should not be in jobs that were traditionally seen as

exclusive male occupations. Especially in the case of policing the question was raised of how women, who "cannot execute simple tasks that require physical power", would be able to catch criminals who were usually males and were physically more powerful than they were. Research has since shown that women are as capable as men in the execution of all types of police work (Bezuidenhout, 2000).

As a result of this, women in the South African Police were initially not optimally used for general police functions, such as patrols and disposal functions. Women were mainly employed in the areas of victim support and administration, and were given functions such as typists, issuing of licenses for firearms, compiling of medical boards, etc. Only late in the 1970s and the beginning of the 1980s were women allowed to work as crew on patrol vehicles, do investigation of dockets, act as under-cover agents in drug smuggling, etc. (Groenewald, 1982:7).

Although women have been rejected as female police officers in the past, the latest trends in the South African Police Service (SAPS, post 1994) have placed more emphasis on a "softer" service approach, which is highlighted by the introduction of community policing. The previously male-dominated institution showed little tolerance for female colleagues, but the institution in its present form has become more accessible to women. The focus on providing a service and not so much on being a "policeman" as being a person who enforces the law has contributed significantly to the role of women within the SAPS (Bezuidenhout, 2000). Women in management positions in the SAPS can play a significant role in reducing police brutality, improving police response to crimes of violence against women, and improving community relations (More, 1998:203).

The question may arise why the presence of women is so important in managerial positions. According to Tanton (1994:8), the police needs to develop the presence of women (change the profile of the work place, create representivity, diversify) because:

- The power context in which people work gets lost;
- Women and men are different in the sense that they start from different places, with different pictures in their minds;

- Women develop men's presence within the family, within society and as trainers in the way we take responsibility for process;
- Women's values are labeled emotional while men's are seen as real;
- Women are still disadvantaged in management;
- The physical settings in which training takes place are often uncomfortable for women;
- Issues for men and women within organisations are complicated by issues of culture;
- Women's needs are diverse but still stereotyped as unified; and
- There is still opposition to women in positions of high status.

According to Vinnicombe & Colwill (1995:92), several writers have identified the major barriers to women's representation in management as including:

- the attitudes and behaviour of male managers;
- search and recruitment methods;
- selection and assessment methods; and
- organisational policies and structures that create insurmountable problems for those who care for other family members.

In 1995 Stevens and Yach, in the acknowledgement section of their book *Community Policing in Action* (Kenwyn: Juta), indicated that the proceeds of the sale of the book would be placed in a trust for the development of women in the South African Police Service (SAPS), as women are underrepresented in the organisation. The authors addressed gender and policing from a community-policing perspective, calling for a bigger involvement of women in policing from both the community and women in the SAPS. Their viewpoint is that women have different community safety problems and that the policing environment should address these problems (Stevens & Yach, 1995:31). According to these authors, a low percentage of officials are female and they are mainly deployed in administrative functions and in managing women and children as victims and perpetrators of crime. Stevens and Yach also state that it is necessary to recruit women into the Service and to eliminate all aspects of the police culture which may tend to undermine women's advancement into senior levels. From a gender perspective women

and men socialise differently and often function in different domains of the community, although there may be interdependence (Steven & Yach, 1995:33).

The question that now arises is, how do women managers in the SAPS experience their role as managers in the new dispensation and are they acknowledged for the important role they have to play in the Service.

1.2 RESEARCH OBJECTIVES

The objectives of this study are to:

- (i) Determine how women in the South African Police Service experience their role as competent managers in the South African Police Service with specific reference to Johannesburg.
- (ii) Determine how members under female command experience the competency of women as their managers in the case of Johannesburg SAPS.
- (iii) Make recommendations to improve the perceptions regarding the competency of female officers as managers in the South African Police Service.

1.3 CENTRAL THEORETICAL STATEMENT

Stevens and Yach (1995) maintain that women must be recruited into the service and that all obstacles in their advancement in management echelons must be eliminated. From this the following central theoretical statement can be deduced: Women as managers can be just as competent as their male counterparts in the SAPS. Since 1995 four women have been appointed in the following senior management positions: Deputy National Commissioner, Head: Personnel Services, Divisional Commissioner: Career Management, and Divisional Commissioner: Legal Services. Their talent and input in their respective fields have proven that women can perform as well in their jobs as men and have been a catalyst for greater achievements in the SAPS (Chetty, 2004:8).

1.4 METHOD OF INVESTIGATION

A literature study and interviews will be used in conducting research on this topic.

1.4.1 Literature study

Secondary and primary literature will be used for this research. Books, periodicals, and other documents will be consulted. Documentation of a conference (where the researcher was the co-ordinator) that was held during 2000 and 2001 and was entitled, *Empowerment of Women in the Forces: A Reality or a Myth* will also be consulted and used.

Questionnaires were distributed during the conference in 2000 and a paper was delivered on the findings of the questionnaires during the conference in 2001.

Computer searches for relevant material have also been undertaken in the Gold Fields library of Technikon SA (since 2004 referred to as Unisa). Preliminary analysis indicated that enough material and literature are available to do research on this topic.

Documentation such as magazine articles, newspaper articles and media reports, and information available on the Internet will be collected. These documentary resources will be compared with data already gathered and then added as new information where it can be of use.

1.4.2 Empirical study

Through a qualitative research design, semi-structured interviews with relevant role-players involved in the area of policing in the area of Johannesburg will be conducted. These role-players are female commanders at the stations, specifically station commissioners, and members on the police stations working under their command, so that enough information on the topic could be obtained. Police stations in the area of

Johannesburg where women have been appointed as station commissioners will be identified through the human resource department of the area Johannesburg. The total research population is approximately 120 people. From this population a random sample of 20 will be drawn.

To ensure internal reliability, source and method triangulation will be done. In terms of source triangulation, the labour relations and gender policies of the SAPS as well as relevant literature will be analysed. In addition, interviews with the sampled respondents will be used to verify the data.

1.4.3 Data basis

The following data basis were consulted to ascertain the availability of material for the purpose of this research and to determine whether a similar research topic had been registered:

- a) Catalogue of books: Technikon SA
- b) Catalogue of books: Ferdinand Postma Biblioteek (PU for CHE)
- c) Catalogue of books: The University of South Africa
- d) NRF: Nexus

1.5 STRUCTURE OF THE STUDY

Chapter 1 of this study deals with the general discussion of women in policing and provides a brief explanation of the origin of police women in South Africa. Chapter 2 presents an overview of legislation by Government as well as policies, directives and programmes implemented by the SAPS with regard to the achievement of equality. Chapter 3 focuses on women in the workplace, the role and performance of women in the policing environment and presents a historical overview of women in the SAPS. Chapter 4 focuses on the research methodology of the study and discusses the analysis of the results obtained from interviews held with relevant respondents. Chapter 5 concludes with a summary, conclusions, limitations of the study and possible recommendations for further research.

1.6 CONCLUSION

This chapter introduced the rationale for the study, the research objectives, method of investigation as well as the structure of the study. Policewomen as part of the human resource structure of the SAPS are an important benefit to the organisation as well as the community they serve. It is therefore important that policewomen in general should be included in all spheres of the policing environment. Government policies as well as policies within the SAPS have been implemented to oversee that equality between men and women is achieved. In the next chapter the statutory and regulatory framework will be discussed.

CHAPTER 2

GENDER EQUALITY: CONCEPTUALISATION AND STATUTORY AND REGULATORY FRAMEWORK

2.1 INTRODUCTION

When democracy was established in South Africa in 1994 it certainly had the potential to change lives in a meaningful way. During the unfolding of this democracy a huge task was placed on public institutions as well as on the Government to uphold their commitment to gender equality. The Commission of Gender Equality (1998:13) stated that women were mostly excluded or disadvantaged in respect of social and economic resources and decision-making. To achieve and maintain gender equality the focus should fall on the past discriminatory policies, practices and procedures as well as on current policies, practices and procedures. Paneras (in Reynecke & Fourie, 2001:249) indicates that gender equality will imply changes for both men and women, and that it will require equal relationships based on a redefinition of the rights and responsibilities of women and men in all areas, including the workplace.

For the purpose of this study certain essential concepts will be conceptualised. This chapter will also focus on legislation by Government as well as the policies, directives and programmes implemented by SAPS with the aim of further clarifying the objectives of this study.

2.2 CONCEPTUAL FRAMEWORK

According to the *Concise Oxford Dictionary* (1995:353) a 'definition' is defined as a description or explanation of the scope of a word. Berg (in De Beer, 1999:23) explains that definitions concretise the intended meaning of a concept in relation to a particular study. In the following paragraphs key concepts related to this study will be clarified in order to provide a common understanding of their meaning.

2.2.1 Equality

The United Nations is committed to the principle of equality of men and women, meaning the equality in their dignity and worth as human beings as well as equality in their rights, opportunities and responsibilities. In its work for the advancement of women, the entire United Nations system has dedicated itself to ensuring the universal recognition, in law, of equality of rights between men and women, and to exploring ways to give women, in fact, equal opportunities with men to realise their human rights and fundamental freedoms (Tomasevski, 1995:98).

A significant number of women feel they have to work harder and be better than men to get an *equal* chance at projects, promotions, rewards, and learning experiences, in other words an equal chance at success. Women feel that they have to prove themselves more than men do (Bancroft, 1995:16). From this it can be inferred that women feel that, for them to be equally accepted, they have to work harder than men who are in the same positions as they are. Equality also includes complete and impartial treatment in employment.

According to De Beer (1999:16), the words 'equality' and 'equity' are often used interchangeably. Wolpe, Quilan and Martinez (in De Beer, 1999:16) indicate that there is a lack of clarity and an absence of consensus about what the differences are between equality and equity. They further stipulate that, at the risk of oversimplification, it may be useful to highlight that the notion of equality is rooted in the theory of Enlightenment of the French philosophers of the eighteenth century.

Equality refers to fairness, impartiality, equity and the condition of having equal dignity (*Oxford English Dictionary*, 1989:347). It is a position or situation in which people have the same rights, advantages, etc. (*Longman Dictionary of Contemporary English*, 1995:460).

The *White Paper on Affirmative Action in the Public Service* (1998:51) refers to equality as the full enjoyment of rights and freedoms by all in similar/proportionate manners. For the purpose of this study, the term 'equality' means to be treated in the same way as anyone else and to have the same opportunities as anyone else, irrespective of your gender, race, sex, colour, etc.

2.2.2 Gender

Gherardi (1995:11) describes 'gender' "...as a structure of binary opposites that has been the most powerful of all symbols of differentiation: since the earliest beginnings of civilisation, since the most ancient and simplest cultural elaboration, difference has been symbolised in compliance with the belief of gender difference. The cultural production of male and female symbolic universes has established belief in the universal essence of masculinity and femininity."

The *Green Paper on a Conceptual Framework for Affirmative Action and the Management of Diversity in the Public Sector* (1997:53) explains that gender refers to the social meaning attributed to the concepts of **man** and **woman**. It further explains that sex refers to the physical definitions of male and female. The concept of gender is also distinct from the term 'sex' which is used to refer to biological differences. The term 'gender' is not synonymous with 'women'. Gender (relations) refers to the socially constructed relationships between women and men (Murthy, 2001:316).

Clements and Spinks (in Reynecke & Fourie, 2001:250) mention that the word "sex" refers to anatomical and biological differences between men and women; "gender" is used to define masculine and feminine differences that are psychological, culture or social. Sex is a relatively stable characteristic while gender is a more variable concept. According to Paneras and Papanek (in Reynecke & Fourie, 2001:251) gender differences, based on the social construction of biological sex distinctions are one of the great 'fault lines' of societies: those marks of difference among categories of persons that govern the allocation of power, authority and resources. Paneras (in Reynecke & Fourie, 2001:251)

explains that according to socialisation processes within societies, men and women were categorised and men were perceived as being superior to women.

Saarinen *et al.* (in Meehan & Sevenhuijsen, 1991:46) state that gender is a socially produced category and a system of relations which is closely and in many ways entwined with the institution of the political system and its operation at every level. Any exercise which tries to analyse social patterns, development processes and outcomes so as to unravel their differentiated impact on men and women can be seen as using gender as a category of analysis (Murthy, 2001:317).

According to Acker (in Wilson, 1995:108), gender refers to patterned, socially produced distinctions between female and male, masculine and feminine. Gender is a daily accomplishment that occurs in the course of our participation in organisations. This usually involves the subordination of women, either concretely or symbolically. Gender is a pervasive symbol of power (Scott, 1986, as quoted by Wilson, 1995:108).

Gender is a set of 'master' rules. Sense is made of each of a number of rules by reference to a broader, more or less coherent class of rules, which coalesces in notions of gender. The gender-rule learning takes place throughout the life of an individual: organisations play a crucial part in that learning. Some of these rules concern the attitude towards women in terms of their worth, and promote the segregation of women to a secondary labour market with low pay and low-status jobs (Wilson, 1995:108).

It is thus clear that in all spheres of life gender plays a critical role. Gender differences lead the way to gender inequality and subordination of women.

According to Gherardi (1995:14), culture, gender and power are intimately bound up with each other in organisations as well as in society. Difficulties of conceptualisation arise over gender in organisational culture because of:

- (a) the *pervasiveness* with which gender and culture permeate language, thought, social structures and organisational facts:

- (b) the *elusiveness* of their definition in relation/contrast to a difficult concept of 'nature': and
- (c) the *ambiguity* of a symbolic universe which resists being ordered according to a single criterion.

The culture and the rules that are learned in an organisation can thus mean that women behave in certain ways and that they are hired for their gender-based characteristics and so certain jobs are labelled as women's work. This has clearly been stated in research done by different authors on the topic of women and equality. Feinman (1980), Heidensohn (1992) and Silvestri (2003) are some of the authors that have done extensive research on the equality of women in law enforcement.

2.2.3 Culture and organisation culture

When we enter the world of work, we become occupationally 'blended', because we learn the norms, beliefs, assumptions, and behaviour that all form part of the culture of the organisation. For this reason culture plays an important role in the acknowledgement of women in the workplace. Culture in a society is basically the ideas, beliefs, and customs that are shared and accepted by people in the society (*Dictionary of Contemporary English*, 1995:460). It is generally agreed that culture is the shared ways of doing things in a specific society; that is, the way in which members of that society think, use language, dress, greet one another, teach their children, etc. Culture also refers to symbols, rituals, events, ideas, beliefs and values that a specific group uses and practises.

As culture exists in a society, so it exists in an organisation and here it is referred to as organisational culture. Culture is essentially composed of a number of understandings and expectations that assist people in making sense of life. A person born into a Xhosa family, for example, will be taught the beliefs, values and expected behaviours of that family. This can be seen as social culture, because it is developed in a specific society. The same will be true for people working in an organisation such as the SAPS, with a

firmly established culture, where members will adapt to the beliefs, values and expected behaviours of the organisation.

In organisations no less than in other aspects of social life, such understandings have to be learned and they guide people in the appropriate or relevant behaviour, help them to know how things are done, what is expected of them, how to achieve certain things, etc. Indeed it is the very configuration of such 'rules' of behaviour that distinguishes one social organisation or group from another; it is an essential part of their cultural identity (Mills, 1988a; as quoted by Wilson, 1995:107). It is thus clear that the culture in an organisation, referred to as organisational culture, plays an important role in the day-to-day functioning of the organisation.

Harvey and Brown (1996:67) explain organisational culture as a system of interdependent beliefs, values and ways of behaving that are so common in an organisation that they tend to maintain themselves or last indefinitely.

Mills (in Wilson, 1995:108) states that the culture of an organisation can "...be viewed as consisting simultaneously of a structured set of rules in which behaviour is bounded and of a process, or outcome, resulting from the particular character of the rule-bound behaviour of the actors involved."

The *Green Paper on a Conceptual Framework for Affirmative Action and the Management of Diversity in the Public Sector* (1997:54) refers to organisational culture as the basic assumptions driving the life of an organisation. These are usually unexpressed, unconscious and unexamined and differ from the organisational systems and values and norms. Robbins (1993:602) suggests that there seems to be a wide agreement that organisational culture refers to a system of shared meaning held by members that distinguishes the organisation from other organisations. Robbins (1993:602) describes "shared meaning" as a set of key characteristics that the organisation values and lists ten primary characteristics that capture the essence of an organisation's culture:

- (a) *Member identity*: The degree to which employees identify with the organisation as a whole rather than with their type of job or field of professional expertise.
- (b) *Group emphasis*: The degree to which work activities are organised around groups rather than individuals.
- (c) *People focus*: The degree to which management decisions take into consideration the effect of outcomes on people within the organisation.
- (d) *Unit integration*: The degree to which units within the organisation are encouraged to operate in a coordinated or independent matter.
- (e) *Control*: The degree to which rules, regulations, and direct supervision are used to oversee and control employee behaviour.
- (f) *Risk tolerance*: The degree to which employees are encouraged to be aggressive, innovative, and risk-seeking.
- (g) *Reward criteria*: The degree to which rewards such as salary increases and promotions are allocated according to employee performance rather than seniority, favouritism, or other non-performance factors.
- (h) *Conflict tolerance*: The degree to which employees are encouraged to air conflicts and criticisms openly.
- (i) *Means-ends orientation*: The degree to which management focuses on results or outcomes rather than on the techniques and processes used to achieve those outcomes.
- (j) *Open-system focus*: The degree to which the organisation monitors and responds to changes in the external environment.

According to Strati (in Gherardi, 1995:13), organisational culture consists of the symbols, beliefs and patterns of behaviour learned, produced and created by the people who devoted their energies and labour to the life of an organisation. Organisational culture is expressed in the design of the organisation and of work, in the artefacts and services that the organisation produces, in the architecture of its foundation, in the technologies that it employs, in its ceremonials of encounter and meeting, in the temporal structuring of

organisational courses of action, in the quality and conditions of its working life, in the ideologies of work, in the corporate philosophy, and in the jargon, lifestyle and physical appearance of the organisation's members. This definition gives a broad base of what organisational culture encompasses. It refers to values and to very actual things such as what people say when they meet as well as the expressive message it transmits, which is basically the interpretation of gender issues. Gherardi (1995:14) further states that it is an evident fact that organisational culture is gendered.

It can thus be argued that a group of a specific gender in an organisation is likely to be driving the organisational culture. When an organisation is male-dominated, the male domination will drive the culture in the organisation according to male beliefs, standards and values. Organisational culture is important for this study because it has an influence on the lives of women in the SAPS.

2.2.4 Discrimination

From statistics in the SAPS annual report (SAPS, 2004/2005), it is clear that women are still being discriminated against with regard to opportunities for promotion in the organisation. Morrison (2004:189) states that women in the SAPS are stopped from having the benefits of promotional opportunities because remnants from the previous police force still exist and the SAPS is still male dominant.

Berlage and Egelman (in De Beer, 1999:17) point out that discrimination involves behaviour and that discrimination may be defined as treating people differently because of the group to which they belong: "This treatment is readily observed; attitudes are not." According to the *Dictionary of Contemporary English* (1995:384) discrimination is the practice of treating one particular group in society in an unfair way. Discrimination can thus be viewed as the different treatment of people because they are unfairly categorised. The *Green Paper: Conceptual Framework for Affirmative Action and the Management of Diversity in the Public Sector* (1997:5) includes indirect forms of discrimination: "Workplace discrimination against the disadvantaged takes subtle as well as obvious

forms throughout the public service. It has become part of organisational culture and forms part of the hidden, basic assumptions which invisibly drive the life of the organisation."

2.2.5 Diversity

People differ from each other and do things differently from each other. Men and women do things in a different manner; for example, women and men manage differently.

Fourie (in Reynecke & Fourie, 2001:219) argues that, without ignoring individual differences, it seems that the roots of the studies on diversity can be found in culture. It is generally accepted that culture plays a role in social behaviour patterns. There are definite differences from one society to the next and the different groups within a society will also have different views on certain issues, for example, on the respective roles of the members in a family.

Diversity refers to "uniqueness" or to those human qualities that distinguish one person from another. It can also imply the improvement of the potential of an individual by expanding on the person's strengths and making a concerted effort to eliminate weaknesses (Van der Waldt & Du Toit, 2002:261).

According to an official SAPS document (*Making Diversity work*, 1995:3) the term 'diversity' refers to 'the otherness', or those human qualities that are different from our own, and which make people different along one or several dimensions, such as ethnicity, age, gender, race, etc. It reduces to the recognition and respect of the uniqueness of others (Reynecke & Fourie, 2001:222). The concept 'diverse' means very different from each other (*Dictionary of Contemporary English*, 1995:460). Diversity can thus be described as 'many different kinds'.

2.2.6 Sexism

According to the *Longman Dictionary of Contemporary English* (1995:1307), sexism is the belief that women are weaker, less intelligent, and less important than men. The word 'sexism' was coined as an analogy to racism, to denote discrimination based on gender. Webb and Tossel (in Reynecke & Fourie, 2001:251) state that gender discrimination originally referred to prejudice aimed exclusively at the female sex. It can thus be said that sexism refers to the prejudiced view that members of the one sex, especially women, should be treated with less respect and dignity, in this case because women are seen as less intelligent in dealing with certain tasks.

2.3 STATUTORY AND REGULATORY FRAMEWORK

Statutory and regulatory policies need to be highlighted in this study to sketch a framework within which the role of women in the South African Police Service can be evaluated. The following will be briefly discussed:

- The Constitution of the Republic of South Africa Act 108 of 1996
- The Bill of Rights
- The Employment Equity Act 55 of 1998
- Promotion of Equality and Prevention of Unfair Discrimination Bill
- The Commission on Gender Equality Act 39 of 1996
- South Africa's National Policy Framework for Women's Empowerment and Gender Equality
- The White Paper on Affirmative Action in the Public Service
- The Convention for the Elimination of all Forms of Discrimination against Women (CEDAW)

2.3.1 Statutory framework

The inequalities of the past have been addressed by the Constitution. New legislation has been introduced that deals with inequality in the workplace. The discussion that follows will give an idea of the contents of this new legislation.

2.3.1.1 The Constitution of the Republic of South Africa Act 108 of 1996

As the highest authority in the country the *Constitution of the Republic of South Africa Act 108 of 1996* is the most important guiding form of policy in South Africa. The preamble to the Constitution states:

We, the people of South Africa,

Recognise the injustices of our past;

Honour those who suffered for justice and freedom in our land;

Respect those who have worked to build and develop our country; and

Believe that South Africa belongs to all who live in it, united in our diversity.

We, therefore, through our freely elected representatives, adopt this Constitution as the supreme law of the Republic so as to:

- Heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- Lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law;
- Improve the quality of life of all citizens and free the potential of each person; and
- Build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

The *Constitution of the Republic of South Africa Act 108 of 1996* is the most important document to prescribe and lay strong foundations for the elimination of all discriminatory practices in the country.

2.3.1.2 The Bill of Rights

All over the world there is a general acceptance that certain fundamental rights should form the basis of every society. The Bill of Rights is included in Chapter 2 of the Constitution of the Republic of South Africa. It contains the rights of every South African Citizen and basically forms the cornerstone of democracy in South Africa.

Section 9 (of the Bill of Rights in Chapter 2) of the *Constitution of the Republic of South Africa Act 108 of 1996* states the following:

Equality

- (a) Everyone is equal before the law and has the right to equal protection and benefit of the law.
- (b) Equality includes the full and equal enjoyment of all rights and freedoms. To promote the achievement of equality, legislative and other measures designed to protect or advance persons or categories of persons, disadvantaged by unfair discrimination may be taken.
- (c) The state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth.
- (d) No person may unfairly discriminate directly or indirectly against anyone on one or more grounds in terms of subsection (3). National legislation must be enacted to prevent or prohibit unfair discrimination.
- (e) Discrimination on one or more of the grounds listed in subsection (3) is unfair unless it is established that the discrimination is fair.

This means that everyone, irrespective of race, sex or disability, should receive equal opportunities in all facets of society in South Africa.

2.3.1.3 The Employment Equity Act 55 of 1998

In its preamble the *Employment Equity Act 55 of 1998* recognises that as a result of apartheid and other discriminatory laws and practices, there are disparities in employment, occupation and income within the national labour market, and that those disparities create such pronounced disadvantages for certain categories of people that they cannot be redressed simply by repealing discriminative laws.

According to section 1 of the *Employment Equity Act 55 of 1998* "designated groups" means black people, women and people with disabilities.

Section 2 of *Employment Equity Act 55 of 1998* stipulates that the purpose of the Act is to achieve equity in the workforce by-

- (a) promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination; and
- (b) implementing affirmative action measures to redress the disadvantages in employment experienced by designated groups, in order to ensure their equitable representation in all occupational categories and levels in the workforce.

Section 6 of the *Employment Equity Act 55 of 1998* places a prohibition on unfair discrimination by stipulating the following:

"No person may unfairly discriminate, directly or indirectly, against an employee, in any employment policy or practice, on one or more grounds, including race, gender, sex, pregnancy, marital status, family responsibility, ethnic or social origin, colour, sexual orientation, age, disability, religion, HIV status, conscience, belief, political opinion, culture, language and birth."

This section also makes provision for positive discrimination, where discrimination will be fair when affirmative action measures are taken into account or where a person is preferably appointed in a specific job on the basis of his or her skills and requirements for that specific job.

2.3.1.4 Promotion of Equality and Prevention of Unfair Discrimination Bill

The *Promotion of Equality and Prevention of Unfair Discrimination Bill* (1999) was introduced to give effect to section 9(4) to prevent or prohibit unfair discrimination.

Further objectives of this Bill are stipulated in section 2. This Bill basically gives effect to the spirit of the Constitution and the promotion of substantive equality. It will promote the values of non-racialism and non-sexism as contained in the Constitution. It will also elaborate on educating the public and raising public awareness of the nature and meaning of substantive equality, including measures to protect or advance persons or categories of persons disadvantaged by unfair discrimination. This Bill also strongly focuses on the redressing of past discriminative practices.

2.3.1.5 The Commission on Gender Equality Act 39 of 1996

The *Commission on Gender Equality Act 39 of 1996* was published on 24 July 1996 in order to provide for the composition, powers, functions and functioning of the Commission on Gender Equality, and to provide for matters connected therewith.

The basic function of the Commission on Gender Equality (CGE) is to monitor and evaluate policies and practices of all organs of state at all levels as well as all spheres of public bodies and authorities for the promotion of gender equality and to make recommendations to Parliament where the Commission deems it necessary. A further function of the Commission is to develop, conduct or manage information programmes and educational programmes to foster public understanding of matters relating to the promotion of gender equality as well as the role and activities of the Commission.

The CGE is thus the governing body to oversee that gender equality in South Africa is achieved and maintained.

2.3.2 Regulatory framework

Apart from new legislation that was adopted by Government, new regulatory policies were also established to oversee the implementation and sustaining of equality in South Africa.

2.3.2.1 South Africa's National Policy Framework for Women's Empowerment and Gender Equality

South Africa's National Policy Framework for Women's Empowerment and Gender Equality (1999:1) was prepared by the Office on the Status of Women (OSW), which was established in 1997. This gender policy framework outlines South Africa's vision for gender equality and for how it intends to realise this ideal. The principles and guidelines of this framework are, amongst others:

- that there will be equality for all persons and that non-sexism and non-racism as it is enshrined in the Constitution of South Africa;
- that there is an understanding that women are not a homogeneous group and that this principle must inform all policies and programmes that will lead to the implementation of gender equality;
- that women's rights be seen as human rights;
- that affirmative action programmes targeting women be developed and implemented;
- that economic empowerment of women be promoted.

2.3.2.2 The White Paper on Affirmative Action in the Public Service

The *White Paper on Affirmative Action in the Public Service* (1998:5) can be regarded as a testimony of the Government's commitment to the transformation of the Public Service into an institution whose employment practices are underpinned by equity. The *White Paper* seeks to provide a comprehensive framework within which national departments and provincial administrations will develop their own affirmative action programmes, structures, mechanisms and guidance. It is also aimed at closing gaps and removing ambiguities in policies that were created by the previous measures of 1995.

The goal of the affirmative action in the Public Service is to speed up the creation of a representative and equitable Public Service and to build an environment that supports and enables those who have been historically disadvantaged by unfair discrimination to fulfil their maximum potential within it so that the Public Service may derive the maximum benefit of their diverse skills and talents to improve service delivery (*White Paper on Affirmative Action in the Public Service*, 1998:11).

According to the *White Paper on Affirmative Action in the Public Service* (1998:11), the objectives of this affirmative action policy are to:

- (a) Enhance the capacities of the historically disadvantaged through the development and introduction of practical measures that support their advancement within the Public Service.
- (b) Inculcate in the Public Service a culture which values diversity and supports the affirmation of those who have previously been unfairly disadvantaged.
- (c) Speed up the achievement and progressive improvement of the numeric targets set out in the White Paper on Transformation of the Public Service.

According to the *Longman Dictionary of Contemporary English* (1995:22) 'affirmative' action is the practice of choosing people for a job or education course who are usually treated unfairly because of their race, sex, etc.

Affirmative action can be seen as a mechanism that is used to redress past discrimination against women and give them equal opportunities with men in their access to jobs and promotions (Karl, 1995:70). For the purpose of this study, affirmative action can thus be seen as intending to equalise the disparity of the past between men and women with regard to job-related issues. Women should have the same opportunities as men in the workplace. If an organisation has a sound affirmative-action policy in place it will strengthen diversity in the workplace. One of the arguments for affirmative action is that minorities and women have proven to be good employees (More, 1998:235).

2.3.2.3 The Convention for the Elimination of all Forms of Discrimination against Women

The Convention for the Elimination of all Forms of Discrimination against Women (CEDAW) came into effect on 14 January 1996 (CEDAW Working Group, 1996).

According to Article 2 of CEDAW, state parties should commit themselves to eliminate discrimination in the following manner:

- a) to embody the principle of equality within the constitution or other appropriate legislation and to ensure through the law and other appropriate means that this principle is realised in practice;
- b) to take all measures to eliminate discrimination against women by any person, organisation or enterprise.

2.4 REGULATORY POLICIES AND DIRECTIVES IN SAPS

The management of the SAPS has also issued policies and directives to support the initiatives of Government on equality, non-sexism and non-discriminatory practices in the work environment. These policies provide guidance in the organisation with regard to the implementation of equality and the elimination of the imbalances of the past.

2.4.1 Draft Policy Document – Change (1994)

The *Draft Policy Document – Change*, by the then Minister of Safety and Security, Sydney Mufamadi, during September 1994, clearly states amongst other things the following:

- Policemen and women also have rights. The new approach towards human rights by the SA Police Service should therefore start at home with the members on whom society depends for their safety (p 6).
- The police should move towards an appropriate civilian culture which means that the underlying values of the Police Service must be the values of the society as a whole and the principles of non-racialism, non-sexism and equality should be adhered to (p 16).
- The Police Service must ensure equality, both in its internal treatment of members, and in its relations with members of the public. Discrimination is outlawed by the Constitution. The Police Service, as protectors of democratic values, must achieve excellent internal standards of fairness and equality (p 25).
- The police leadership must also be committed to the values of non-discrimination and to the creating of a human rights culture in the service. Training aimed at the elimination of racist and sexist behaviour will be encouraged (p 26).

2.4.2 SAPS mechanism to combat racism and sexism

A media statement by the National Commissioner of the SA Police Service: Commissioner George Fivas on 15 November 1995 presented amongst other things the following:

- Racism and sexism in all their facets are cancers which – as in the South African Society as a whole – will eat away the fabric of the new SAPS and its ethos unless addressed in a structural and effective manner.

- Although specific terms of reference for such a permanent mechanism must still be worked out. I envisage that these will be based on factors and principles including the following:
 - Definitions of racism and sexism and identification of their manifestations within the internal policing environment and in relations with the community.
 - Addressing discrimination based on sexual orientation.
 - Reaching consensus within the SAPS as a whole on how racism and sexism should be combated. This implies an intensive process of consultation with SAPS members.

2.4.3 SAPS Policy Document on Affirmative Action

Mechanisms to combat racism and sexism are also included in the SAPS policy document on affirmative action. The objectives of the Affirmative Action Policy of 1996 stipulate the following:

- The creation of an environment of equity for all personnel of the SA Police Service.
- The eradication of discrimination and the redressing of imbalances.
- The establishment of representivity and empowerment at all levels through redressing the composition of the Service and development of personnel at all levels.
- The transformation of the Service into an impartial, professional and humane organisation which can deliver high-quality and accessible services to its personnel and the communities they serve.

To give direction to the Affirmative Action Policy of the SAPS, which was ratified in 1997; an Implementation Plan was developed in 1998, which provided a framework for the upliftment of the disadvantaged groupings. The six focus areas of this plan include:

- Fast Track Promotion Scheme.
- Accelerated Development Programmes (i.e. Emerging Leader Programme).
- Shadow Posting.

- Succession Planning.
- Affirmative Training.
- Lateral Entry.

2.4.4 The Annual Plan of the South Africa Police – 1996/1997

In the *1996/1997 Annual Plan of the South African Police Service* the policing priorities also make provision for the following aims:

- to develop representivity and equal opportunity policies and programmes that will support employment and gender equity, and the Beijing Platform for Action; and
- to develop and implement effective measures to eradicate discriminatory practices and behaviour.

The *Police Service Act, 1995 (Act No 68 of 1995)* requires the National Commissioner to develop a plan, setting out the priorities and objectives of policing for the following financial year. The plan must also include measurable objectives, expected outcomes, programme output, indicators and targets of the institution's programmes.

2.4.5 Fundamental Equality and the SAPS

The then National Commissioner, George Fivaz, commits the SAPS to equality for all in a directive, "*Fundamental Equality and the South African Police Service*" (Fivas, 1996-08-20):

...The SA Police Service is thus not only responsible to ensure that specific policy with regard to equality and non-discrimination is formulated, but that a supportive environment is also created which sustains these principles and ensures consistent and dedicated application.

This statement clearly indicates that the SAPS has committed itself to eliminate the imbalances of the past.

2.4.6 Equality in the SAPS – Theme 1 (1996)

George Fivaz, former National Commissioner of the SAPS stated in a directive,

“Policing Transformation: Implementation of Strategic Themes in the South African Police Service” (Fivas, 1996) that there shall be equality for all SAPS employees. There shall be no discriminatory practices or behaviour in the SAPS. If the SAPS want to live up to its vision and mission, equality will have to become an essential part of every aspect of the interaction of fellow members of the Service and of SAPS members with all members of the South African community.

Once again this statement shows that the senior management of SAPS has committed itself to equality.

2.4.7 The Women’s Network in the South African Police Service (2003)

Deputy National Commissioner Singh in 2003 issued a directive, *Participation of senior women in the South African Police Service in the Women’s Network* in terms of which the Women’s Network for senior women in the SAPS was launched during October 2003. This network was established to assist senior women in all sectors of the Service to function as mentors and role models for other women in the Service. The Network’s aim is to empower women in senior positions to achieve gender equality and provide service delivery to other women, regardless their specific line-function responsibility.

The expected outcome of this initiative will be:

- (a) Improved empowerment of women at all levels in the Service.
- (b) Improved service delivery to women.
- (c) Improved representivity of all women in all disciplines in the Service.

The Women’s Network will, therefore, support the Strategic Priorities of the Service.

2.5 REGULATORY MECHANISMS FOR GENDER EQUALITY AND EQUITY

The South African Human Rights Commission (SAHRC), the Public Protector and the Commission on Gender Equality (CGE) are three of the six institutions created in terms of Chapter 9 of the Constitution to support and promote democracy in South Africa.

2.5.1 The Commission on Gender Equality (CGE)

Chapter 9 of the Constitution provides for the establishment of the CGE. Section 187 of the Constitution grants the CGE powers to promote respect for gender equality and the protection, development and achievement of gender equality. The composition, functions and objectives of the CGE are outlined in the CGE Act, 1996 (Act 39 of 1996). These three Acts have distinct functions, but they share similar broad objectives. (For more details on the Commission, see 2.3.1.5 of this chapter.)

The functions of the CGE are as follows:

- Monitoring and evaluating the policies and practices of government, the private sector and other organisations to ensure that they promote and protect gender equality.
- Public education and information.
- Reviewing existing and upcoming legislation from a gender perspective.
- Investigating inequality.
- Commissioning research and making recommendations to Parliament or other authorities.
- Investigating complaints on any gender related issue.
- Monitoring/reporting on compliance with international conventions.

The CGE also made a presentation to the Public Service Commission on establishing a gender unit in the Commission and integrating gender considerations into its work.

2.5.2 South African Human Rights Commission (SAHRC)

The Constitution makes provision for a Human Rights Commission. The SAHRC was launched on 21 March 1996. The aim of the Commission is to promote a culture of and respect for human rights, to promote the protection, development and attainment of human rights, and to monitor and assess the observance of human rights in South Africa. The SAHRC has the power to:

- investigate and report on the observance of human rights;
- take steps to secure appropriate redress where human rights have been violated;
and
- carry out research and educate.

According to the Constitution, everybody has the right to equal employment opportunities and equal pay for equal work done. This forms part of the framework of human rights. Women should thus be treated equally in the working environment and the overseeing of this is one of the functions of the SAHRC.

2.6 PROGRAMMES ESTABLISHED BY THE SAPS TO FACILITATE GENDER EQUALITY

The SAPS has developed and established relevant programmes to facilitate gender equality within the SAPS.

2.6.1 The Representivity and Equal Opportunity Programme (REOP)

In 1995, the SAPS attempted to implement the Representivity and Equal Opportunity Programme (REOP) of affirmative action, where 250 historically disadvantaged persons, identified as leaders of the future within the SAPS, were promoted into managerial positions. They encountered an environment hostile to their position, inadequate support

systems and little support from their superiors. The initial poor implementation of this initiative to create better representivity has resulted in the following:

- Lack of necessary management competencies among many of the target group.
- Demotivation of many police personnel with high potential.
- Lack of positive role models for those members of the SAPS that are considering careers in management.
- Disempowerment of many of the participants of the programme, who felt that their efforts were stifled by their association with an affirmative-action programme.

De Beer (1999:10) referred to an article in *Beeld*, (*Training 'must stop this discrimination'*, 6 February 1996), where it was reported that "regulations alone will not rid the Police of sexual discrimination, racism or other discrimination. The thinking and attitudes of members of the Police will systematically have to be changed through informal and formal training." These comments were made by Mrs Zelda Holtzman (34) in Pretoria after she was appointed manager of the Police's *Representivity and Equal Opportunity Programme (REOP)*. Reducing discrimination in the SAPS is one of the six priorities of this year's Police Plan. The REOP has the specific aim of solving the discrimination problems in the Police. The most common forms of discrimination, such as racism and sexism, and matters relating to sexual orientation, religion and ethnic origin will receive attention.

The REOP was implemented to eliminate imbalances and discrimination in the workplace and to fast track procedures to rectify these imbalances. Members of the designated groups were identified and appointed in second command positions, where they were to be developed as competent commanders. This programme was treated as an ad hoc effort, and made little attempt to change the traditional anti-development culture within the SAPS (Circular 45/26/2(80) (Emerging Leader programme), dated 1999). Due to a lack of commitment by commanders who had to train people appointed in these positions, the programme has been discontinued. Significant time has been invested in

analysing the problems of the previous approach (REOP) and these have been taken into consideration in formulating the new Emerging Leader initiative.

2.6.2 The Emerging Leadership Programme (ELP)

The directive, *Emerging Leader Programme: Kagiso Leadership School* (Q19/1/9/1/133TP, dated 1999-10-13) stated that in April 1997, after a broad consultation with stakeholders, the Minister for Safety and Security, the Ministry's Secretariat and the National Commissioner of the SAPS committed themselves to a revised set of policing priorities and objectives. Specifically, the inclinations of the fundamental values of an efficient and effective Police Service were singled out for achievement within a short term. Middle managers in the Service are the persons most likely to be empowered in terms of this SAPS policy. These managers play a crucial role in determining the overall effectiveness of the SAPS.

The SAPS (and in particular its Equity and Management Development components) has recognised the need for a holistic management and leadership training programme which complements its transformation/service delivery efforts in aspects of its work. There is neither the time nor the resources to create a brand new police service from scratch. Significant to the enablement of achieving the desired transformation is building a critical mass of skilled personnel within the SAPS, who are equipped to implement and monitor the policies and priorities of the elected government. The overall objective of the *Emerging Leadership Programme* (ELP) is to increase the ability of the SAPS to create a safe and secure environment for all people in South Africa, which in turn will assist in achieving the goals of the Growth, Equality and Redistribution macro-economic framework.

In a directive called the *Launch of Emerging Leader Programme: 28 July 1999 at 09:30 Pretoria College*, (1999-07-16), issued during July 1999, the *Emerging Leadership Programme* was launched in the SAPS by Commissioner Morgan Chetty. He mentioned

that the ELP is a pilot project that seeks to speed up the process of affirmative action while developing skills at the level of middle management. The ELP is a management development programme developed by the SAPS in collaboration with Kagiso Leadership School. The programme is funded by the European Union (SAPS Circular 45/26/2(80) dated 1999-04-19).

The ELP is an accelerated development programme which is aimed mainly, but not exclusively, at middle managers within the SAPS (Captain to Senior Superintendent). The programme will concentrate on the six focus areas of the affirmative action programme of the SAPS. It is designed to develop the competencies required for middle managers. Only those who are committed to their own growth and development will benefit from this programme (directive 3/1/5/275 dated 1999-03-31).

The ELP is designed to be implemented in four phases as follows:

- Phase 1:* This phase is the pre-implementation phase and consists of all activities necessary to ensure the successful launch and operation of the programme.
- Phase 2:* This is a five-month phase designed to impact on basic management competencies central to transforming the SAPS into an efficient, device-oriented institution.
- Phase 3:* This phase will enable participants to contribute directly to the achievement of the SAPS strategic plans and basically deals with change management.
- Phase 4:* This phase focuses on sustaining improvements. It is the responsibility of senior SAPS management to see to it that ongoing implementation of monitoring change activities takes place.

It is intended that the ELP process provide the backbone for fast track management and leadership development of high potential members of the SAPS over the next three – five year period (Q19/1/9/1/133TP, dated 1999-10-13).

In a Head Office directive, *Emerging Leadership Programme (ELP): EC Funded Project: Re-opening of Applications (45/26/2(80)*, SAPS, 2004), the following was stated:

- (a) The purpose of the ELP is to create a pool of competent managers amongst the middle management echelons of the SAPS in order for them to operate efficiently and effectively in their present and future positions.
- (b) In the initial round of applications 1515 applied of which 608 were females and 907 were males. This does not augur well for our target of 70% women for this programme.

2.7 CONCLUSION

It is clear that relevant legislation to eliminate and prohibit all forms of inequalities from Government starts with the Constitution, which committed all spheres of government to build and improve on it. Building on the provisions of the Constitution, the SAPS follows the same direction to develop relevant policies, directives and programmes to change past practices and to close the gap between men and women with regard to equality as well as to uplift members from previously disadvantaged groups.

Chapter 3 focuses on women in the workplace. It provides an historical overview of women in policing and includes studies on the performance of women in the policing environment.

"Freedom cannot be achieved unless women have been emancipated from all forms of oppression."

(Former President Nelson Mandela opening South Africa's first democratically elected Parliament on 24 May 1994)

CHAPTER 3

WOMEN IN POLICING: AN OVERVIEW

But we women, and men, who are interested in crime prevention, look more hopefully to the entrance of women into the police field ... because it first centred and continuously engages public interest in police crime prevention and commits police departments to it as a recognized and growing part of police duty.

Alice Wells

3.1 INTRODUCTION

Respect for human rights forms the basis of any democratic society. In any society women play a critical role and the respect for the rights of women can be seen as the capability and capacity of each society. Namik Kemal, a Turk writing in 1867, stated that the reason for Arab “backwardness” was the way women were treated. Kemal wrote that a society that oppressed women was like a human body paralysed on one side (Mulholland, 2003:1). The women in our society can be seen as a reflection of our society, and the empowerment of women in the SAPS and the respect for their human rights may perhaps be seen as a reflection of what is currently happening in South Africa as a whole.

This chapter will give an overview of women in policing in the SAPS and of their role in policing in South Africa. It will highlight the experience of women in the SAPS as managers and also the experience of members working under the command of a female manager in the SAPS.

3.2 RESEARCH ON WOMEN IN POLICING

From the literature review undertaken as part of this study it is evident that only a few studies on women in policing have been conducted. According to Martin and Sinclair (in Morrison, 2004:4), research on women's issues continues to have a low priority in most university environments and management education. According to Scarborough and Collins (2002:55), research on women in law enforcement is limited, with the primary focus being on women in large municipal police departments and with little emphasis on state or federal law enforcement. The existing research has examined issues of competency, attitudes toward and of women in policing, stress, legal issues, or has simply provided descriptions of the current population of women officers or guards.

Policing has been characterised as being a typically male occupation, into which women were reluctantly admitted and whose duties were initially strictly limited. According to Mawby (1999: 204), research into the history and experience of women officers seems to have been similarly marginalised with relatively little published material appearing until Susan Martin's ground-breaking study of American policewomen in 1979. Heidensohn (in Mawby, 1999: 204) states that with regard to the development of the women's roles and responsibilities in policing research tools are rather underdeveloped. Most of the research on women in policing differs markedly from the rest of the academic exercise in this field. The topic seems to be treated largely in isolation and the majority studies ignore policewomen, or indicate their presence in an aside (Heidensohn, 1992:80).

Morrison (2004:4) points out that the question remains whether women in the police service have made a significant contribution to law enforcement and what the extent of this contribution is. To research this question, special attention needs to be given to the impact of women on policing and the quality of service that they bring to the policing organisation and the community they serve.

3.3 WOMEN IN THE WORKFORCE

It can be argued that equality in the workplace has done little to improve the lot of working women. A study entitled, *Women in the Workplace*, which was carried out by the research unit of the Independent Counselling and Advisory Services, found that more and more women are earning for their families and facing at least the same amount of stress as men at work. The question that can then be asked is whether women's work is still seen as extra family income and not as essential or whether women who have to work to support their families are viewed more positively than women who choose to work.

According to this study the traditional roles remain and women start with their second shift when they get home to start with the housework (Bennett, 2003:1). From studies in the US, Sweden, and the Netherlands, it further appears that women in dual-career families work an extra month every year – a man's average workload is 68 hours a week; a woman's is 78 hours. The study reports that as a consequence not only of the biological imperative of childbearing, but also of the influence of tradition and of male and female socialisation, women "...still assume the brunt of the childcare and domestic work that is required to keep a family going". South African women are also facing similar circumstances. Lee Senior, head of an international firm in a Johannesburg-based research unit writes: "Stress over work-life issues appears to be on the increase among South African women as they take on more senior positions while still carrying the bulk of responsibilities at home" (Bennett, 2003: 1).

Based on statistics it can be argued that women in South Africa until recently were among the most disadvantaged in the world. New legislation in the form of the *Labour Relations Act 66 of 1995* and the *Basic Conditions of Employment Act 55 of 1995* do improved women's rights as well as the conditions they work under, but these Acts do not address the larger socio-economic problems faced by women, especially black women. Child care and women's unpaid labour are some of the issues that have not been

addressed by these Acts and this still reflects the ignorance of the contribution of women in the economy of South Africa (Making Women's Rights Real, 1999:18).

3.3.1 Women in the South African Police Service

According to research, three police women were employed between 1916 and 1919 as members in the South African Police (Reynecke & Fourie, 2001: 259). In 1919 the divisional commissioner for the Western Cape argued that women did not belong in the service and, because he was supported by most of the commanding officers at that time, the women were dismissed. Colonel Gray, another commissioner in the Western cape, on the other hand, supported the idea of employing policewomen to do patrol work (Watson in Morrison, 2004:50). According to Information document 2/29/1, 13 March 1989 (in Reynecke & Fourie, 2001: 259) it was argued at that time that women were illiterate and that the "wrong type" of women would be attracted to the police, which would lead to poor discipline. In 1919 attempts were again made to re-introduce women into the police department to perform detective work in Johannesburg in the field of immorality and child prostitution. According to Watson (in Morrison, 2004:51), the Justice Department stated in 1929 that it did not consider the re-employment of women appropriate and that conditions in South Africa were not suitable for the employment of women in the police. Although white women won the right to vote in 1931, their right to serve in the South African Police (SAP) took much longer.

In 1972, when the first two white women were appointed in the then SAP, these arguments were still very much alive (*Vrouepolisie in 1972*, SARP, December 1971). According to Paneras (in Reynecke & Fourie, 2001: 259), the then commissioner of the SAP received a letter (169/G/9, 1 December 1971) from the Public Service Commission to inform him that there should be no discrimination between male and female members. But in spite of this letter, differential treatment of females continued to exist with regard to their employment, training and specifically their professional roles. It can thus be argued that males in the SAP experienced problems with female police officers as from day one.

Women were mostly used in administrative posts and they were generally not allowed to occupy positions in specific components, for instance in the dog unit (Cloete, 1981). Women were not allowed to be appointed as station commanders or to be employed in any position of command. They were only permitted to take command over women in the SAP, as shown by the fact that, on 1 January 1972, Miss Duveen Botha was appointed as the commanding officer of the female police with the rank of Lieutenant-Colonel and Anna Nel as her adjutant with the rank of Major (*Vrouepolisie in 1972*, SARP, December 1971). Only in 1985 did Duveen Botha retire. At this stage she held the rank of Brigadier.

On 20 July 1981 the first 19 coloured women were enrolled and started their training at the Bishop Lavis Training College in Cape Town. They had to adhere to the same requirements as their white female counterparts. In 1982 the first 30 Asian recruits started their training in Chatsworth Durban. In 1983 the first 20 black women were recruited in the police, and they started with their training in Hammanskraal Training College. Policewomen received the same training as their male counterparts and they had to conform to the same academic and physical prerequisites (Morrison, 2004:55).

Female officers were also placed in a separate career structure and this was only rectified in 1990 (Reynecke & Fourie, 2001: 260). Females were also restricted to certain courses, for example, the internal stability course. They were also not allowed to receive training for certain posts, such as the fingerprint expert course. In 1974, a limited number of females were allowed to become fingerprint experts. Females were also not allowed to do border duties or riot duties. They were also not allowed to receive training in the mounted police (Cloete, 1981).

Female members were not allowed to take up command positions where they would be in command of male members because it was generally the view of top management that they did not have the physical abilities to do the job. They were to be appointed as support for appointed male commanders: for example, they might be used as the station

commander's clerk, where they would basically act as "second in command" to the station commander (SAP circular 2/29/1, 27 February 1976).

Only during 1989 were females appointed in command positions when the first woman was appointed as a station commander and another woman as head of the Johannesburg photographic department (Van de Linden, 1981:41). With time, commissioned rank females were appointed in other job-specific areas as commanders. The first woman to be appointed in the SAP also became the first woman with the rank of Brigadier, which was the highest rank women could be promoted to until 1 November 1999 when the first woman was promoted to the rank of Divisional Commissioner in the SAPS (Chetty, 2004:8).

During the SAPS celebration of Women's day in 2002, the National Commissioner of SAPS repeatedly referred to the long overdue appointment of the first female Deputy Commissioner of the SAPS and, on 24 August 2002, the first woman was appointed as the first female Deputy National Commissioner of the SAPS (Van Jaarsveld, 2002:8).

Since the Bill of Rights came into play in South Africa different programmes and policies have been implemented in the SAPS to improve the position of women in the workplace. An affirmative action programme, which includes fast-track promotions, was implemented in 1996. Policies to eliminate unfair discrimination were developed and the Employment Equity Plan was implemented. Programmes such as the Emerging Leadership programme, which targets the so-called designated groups, were launched. A process to address sexual harassment was also implemented in the SAPS (Cronjé, 2001).

According to statistics during August 1999, only 4% of the senior management of the South African Police Service included women and in 2001 this increased to 11% (Cronjé, 2001). According to the *Annual Report of the South African Police Service for 2003/2004* only 8% of women are included in senior management positions. The question may be asked, considering the demographics of the South African society, whether this is enough.

3.4 WOMEN IN THE POLICING ENVIRONMENT: HISTORICAL PERSPECTIVES

It is important to have a brief discussion on where women in policing have originated from because this will provide a sound background to the purposes of this study. This view is supported by Morrison (2004:34) who indicates that it seems relevant to have a historical background of policewomen because it will show when and how changes have taken place throughout the decades.

Although the foundation of today's police service was laid with the introduction of Peel's 'New Police' in Britain in 1829, it was not until after the end of the First World War that the first women were officially recognised as police officers (Jones, 1986:1). According to Morrison (2004:35), there is a variation in the dates of admittance of women into the police services of different countries, but opposition to their admission was almost universal in this male-dominated occupation, as policing was deemed an inappropriate job for women.

In the spring of 1910, Alice Stebbins Wells, a 37-year-old pastor and social worker in Los Angeles, told her family, friends, and colleagues that she wanted to join the city police force. This news astonished everyone because police work had always been a 'man's job'. She was of the opinion that women could perform some police duties better than a man could, such as comforting, guiding, and questioning an erring or abused child. She also claimed that women would know better than a man how to prevent women and children from becoming involved in crime, either as victims or as offenders (Appier, 1998:9). On 13 September 1910, Alice Wells officially joined the Los Angeles Police Department. Her job description was to handle all female and juvenile cases and to investigate the social conditions that allegedly led some women and children to become involved in crime (Appier, 1998:10).

In the early twentieth century a strong feminist movement was altering the position of females in society. In dozens of cities throughout America and other parts of the world, women's groups lobbied for protection of female detainees, who were subjected to sexual and other abuses by the all-male law enforcement system. Initial victories came in the prison system and police station lockups where females were gradually hired as matrons to supervise and oversee women detainees. It was a move strongly resisted by much of the male police establishment (Segrave, 1995:1). Women were never to be seen on the streets late at night, but because of all the feminist lobbies circumstances were changing. It became more common and acceptable for females to be out and about on city streets at any time, unaccompanied by male escorts. Women came out more and more in the open to report incidents to the police. Previously these women were seen as prostitutes, alcoholics, or indigent and they were treated accordingly by the male police. This in itself led to further actions by feminists in pursuit of the desirability to have policewomen hired to deal with women who were not in prisons or police lock-ups (Segrave, 1995:1).

According to Morrison (2004:35), women were incorporated into policing services on the basis of the traditional model of policing, which comprised three elements. These three elements were:

- the community;
- the criminal; and
- the Police Service.

Criminals represent a small minority that break the laws of the community of which they are part of. The police force or service, which is also drawn from the community, has the task of reducing these criminal activities, alleviating suffering of victims of crime, and apprehending those responsible.

In Mawby (1999: 205) Heidensohn's framework was adapted to review the history of women in policing. The following is a summary of the framework:

- a) it was considered as an unsuitable job for a woman:

- b) women provide the gentle touch; and
- c) women are employed as part of desperate remedies.

Feinman (1980:80) states that the difficulties placed in the way of women who seek to be officers are mainly products of traditional ideas, not of objective, demonstrable shortcomings or weaknesses. Feinman further states that evaluations of policewomen's effectiveness on patrol have been made in five major studies, and the reports have shown that women can perform the duties traditionally assigned to men and just as effectively. These studies have also indicated that men are in no more danger with women as partners than they are with men as partners: in fact, one of these reports, the Washington DC report, stated that the presence of women tended to prevent dangerous situations rather than bring them on.

According to Feinman (1980:80) the most extensive report to date is the one done in 1978 by Vera Institute of Justice in New York City. This report concluded that women performed as well as men:

women's style of patrol was almost indistinguishable from the men's ... citizens rated female officers more competent, pleasant and respectful than their male counterparts ... there was no evidence of difference between male and female officers' behavior in the few incidents where civilians were agitated or where there were other indications of danger.

3.5 CHANGE THROUGH EQUALITY

Equality doctrinalists have analysed how the position of women may be improved by using and extending civil rights or constitutions on their behalf. They argue that there are no differences between men and women and that sexual differences should be considered legally irrelevant (Frug in Morrison, 2004:119). The past decade has demonstrated the complexity of the meaning of equality, with policing discourse on equality being shaped by a number of elements (Silvestri, 2003:50).

New policies have been adopted by the Government over the past ten years of democracy. More focus has been placed on women and equality. The SAPS has also put new programmes into place, such as the Emerging Leadership Programme (see Chapter 2, paragraph 2.6.2), to fast track women to more senior positions.

3.6 THE HISTORY OF POLICIES AND PROCEDURES IN THE SAPS

Reynecke and Fourie (2001:258) have undertaken a review of the history of female police officials and the policies, processes and procedures that impacted on them. According to the authors, discrimination in the Police Service manifested in obvious, subtle and covert ways, and while some policies, practices and procedures were institutionalised, some of the discriminatory attitudes and behaviour can be attributed to cultural socialisation and to the individualisation of concepts. Discriminatory policies were documented and operationalised in an obvious manner, such as the policies on the termination of duties upon marriage and job restrictions. These obvious forms of discrimination were used, in a subtle manner, to keep females on a separate structure and a slower promotion process. In this way it can be argued that females were secretly kept away from fully developing their potential within the organisation.

According to Morrison (2004:56), in 1972 policewomen were on a different post structure than the policemen. Promotions were given according to the numerical strength of policewomen, which limited promotion possibilities. Although women were on a different post structure, all the benefits for policewomen were the same as those of the males.

3.7 CONCLUSION

From the relevant literature, it appears that, as with police officers in countries across the world, police officers in South Africa took a long period to accept women into the policing environment and to treat them equally. Women in the workforce are a big advantage for the SAPS as well as for society. Until recently, women in South Africa

have been regarded as the most disadvantaged in the world. New legislation has been adopted to redress the imbalances of the past.

In the South African Police the women's post structures were different from those of their male counterparts. This hampered them from applying for senior positions in the SAPS. Since 1996 programmes have been implemented within the SAPS to address equality issues, and the management of the organisation has committed itself to equality.

It is clear that the new democracy and new Acts and policies that have been implemented by Government and the SAPS, as discussed earlier, have opened doors for women in the Police Service and made a positive contribution towards promoting women in policing in South Africa.

In the next chapter the researcher will focus on the primary functions and managerial role of women as Commanders as investigated in the area of Johannesburg SAPS.

CHAPTER 4
THE MANAGERIAL ROLE OF WOMEN IN JOHANNESBURG SAPS:
EMPIRICAL FINDINGS

4.1 INTRODUCTION

The importance of this study was that it aimed to engender a new consciousness in the SAPS and in society about the role of policewomen as competent managers in a male-dominated profession. Because policewomen and policemen differ from each other, it was not the aim of this study to promote the superiority of any of the genders.

In this chapter the findings obtained from interviews conducted in different police stations in the area of Johannesburg are presented and discussed. In all the stations involved females have been appointed as station commissioners. For the purpose of this study they will be referred to as station managers.

Interviews were conducted with respondents from all the officers' ranks, such as directors, superintendents, captains, inspectors, constables and administrative personnel. Interviews were held with black males and females, white males and females as well coloured females. Twenty-two interviews were held in total of which four were done with station managers in four police stations and 18 were held with the subordinates in the four stations involved. The interviews were transcribed verbatim and were then analysed by the researcher.

This chapter documents the research methodology, and presents and discusses of the findings.

4.2 RESEARCH METHODOLOGY

A qualitative research approach was adopted by the researcher. The interview schedule included semi-structured questions. Probing questions were then used to highlight certain issues.

4.2.1 Motivation

Qualitative research is concerned with understanding a social phenomenon from the participant's viewpoint (Sinclair, 1998: 6). Denzin (in De Beer, 1999: 25) writes that:

Qualitative researchers stress the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape inquiry. Such researchers emphasise the value-laden nature of inquiry. They seek answers to questions that stress how social experience is created and given meaning.

Leedy (1993: 142) argues that qualitative research might be considered a "warm" approach to the central problem of research. It is greatly concerned with human beings: interpersonal relationships, personal values, meanings, beliefs, thoughts, and feelings. The qualitative researcher attempts to attain rich, real, deep, and valid data, and, from a rational standpoint, the approach is inductive.

4.2.2 Literature review

Any researchers who decide to do research should make sure that they are knowledgeable about the topic they are researching. It is of the utmost importance that researchers spend sufficient time and effort on other authors' related work in the specific field. One cannot advance knowledge in one's field without first learning what has been achieved by others and what still remains to be achieved.

The literature review is to a research project what the foundations are to a house (Wilkinson, 2004: 26). Wilkinson (2004: 26) also explains the purpose of a literature review:

A literature review:

- Reports the research of others and not the new research itself.
- Provides a background to the new research.
- Provides a peg on which to hang the new research.
- Links the new research to what has preceded it.
- Identifies effective practice.
- Justifies the need to conduct new research.
- Provides a bibliography.
- Seeks to do one or more of the following:
 - a) describe
 - b) summarise
 - c) interpret
 - d) synthesise
 - e) evaluate
 - f) clarify
 - g) extend
 - h) integrate others' research

A comprehensive literature review on available literature with regard to women in police services was conducted by the researcher. Information was obtained with regard to the view of other authors about policewomen. The literature review confirms that not enough research has been done on women in policing, or on women in management positions in the SAPS. Therefore there is a definite need for research in this field in South Africa.

4.2.3 Research design

Mouton (2001:55) describes a research design as a plan or blueprint of how you intend conducting the research. According to Leedy (1993: 127), a research design:

... is the plan for the study, providing the overall framework for collecting data. Once the problem has been concretely formulated, a design is developed in order to provide a format for the detailed steps in the study. The design is relatively specific consisting of a series of guidelines for systematic data gathering. The type of design depends upon the statement of the problem.

A completed research design shows the step-by-step sequence of actions used in carrying out a scientific investigation essential to obtaining objective, reliable, and valid information (Mauch & Birch, 1993: 111). A qualitative research method was followed in this study. A relevant literature study was done on women in policing. An interview schedule was prepared by the researcher to obtain information relevant to the theme that was investigated.

4.2.4 Data collection methods

The following sources were used to present evidence for this study:

- Relevant legislation by Government.
- Relevant documentation with regard to labour relations and gender policies of the SAPS.
- Semi-structured interviews with an interview schedule.

Both types of interview schedules included a core set of questions. The questions remained constant while probing was used to obtain further information on the asked questions. According to Rubin and Rubin (in Technikon SA, 2001: 55) the researcher encourages the interviewees to reflect, in detail, on events they have experienced. This process of encouragement is referred to as probing.

The interview schedules (questionnaires) were divided into three sections. The first section covered the biographical details of the respondents. The second section was about the employment particulars of the respondents and the third section covered the responsibilities and work experience of the respondents.

Qualitative interviewing is based on conversation, with the emphasis on researchers asking questions and listening, and on respondents answering (Gubrium & Holstein, in Silverman, 2001:83). Qualitative interviews are tools of research and an intentional way of learning about people's feelings, thoughts and experiences (Rubin & Rubin, in Technikon SA, 2001:55). Direct observation was used and observational notes were kept to record details of the researcher's observations.

A total of 22 interviews were conducted. All the interviews were semi-structured, open-ended, face-to face and in-person interviews. All the respondents gave their consent before the interviews were conducted. Anonymity and confidentiality were guaranteed to the interviewees prior to the researcher conducting the interview.

4.2.5 Sampling

The population targeted for this study consisted of the people who worked at different police stations in the area of Johannesburg. Appointments were made with female station managers at each of the stations involved so that they could be interviewed first. From here a snowball sampling method was used until the data became saturated.

Huysamen (1994: 44) describes this form of sampling in a very simple way:

In the first phase of this kind of sampling a few individuals then act as informants to identify other members [in this case other colleagues] from the same population for inclusion in the sample. The latter may in turn identify a further set of relevant individuals so that the sample, as a rolling snowball, grows in size.

Snowball sampling identifies cases of interest from people who know people who know what cases are information-rich (Technikon SA, 2001: 53). According to Henning (2004: 71), snowball sampling is a technique in which the data collected thus far indicate which other interviewees are needed.

4.2.6 Triangulation

Denzin (in Mouton & Marais, 1990: 91) coined the term 'triangulation' to refer to the use of multiple methods of data collection. Denzin (in De Beer, 1999: 28) also identifies four basic types of triangulation:

- Data triangulation is the use of a variety of data sources in a study. Data triangulation attempts to gather "observations" through the use of a variety of sampling strategies to ensure that a "theory" is tested in more than one way.
- Investigator triangulation is the use of several different researchers, coders, and/or analysts in a particular study.
- Theory triangulation involves the use of several frames of references or perspectives to analyse and interpret the same set of data.
- Methodological triangulation is the use of two or more methods of data-collection procedures within a single study.

In this study data and methodological triangulation were used. In terms of data triangulation, the labour relations and gender policies of the SAPS as well as relevant literature were analysed. In addition, interviews with sampled respondents were used to verify the data.

4.2.7 Data analysis

Analysis is used to clarify and refine concepts, statements or theories in the research, especially when there is an existing body of literature (Walker & Avant in Technikon SA, 2001:61). Mouton (1996:111) states that data analysis and interpretation involve identifying patterns and themes in the data and drawing certain conclusions from them.

The data obtained from the transcribed interviews, observations and documents were analysed according to the method described by Tesch (in Technikon SA, 2001: 62). This method has the following steps:

- a)** Get a sense of the whole. Read through all the transcriptions carefully and perhaps jot down some ideas as they come to mind.
- b)** Pick one document (one interview), which could be the most interesting, the shortest or the one on top of the pile. Go through it, asking yourself: What is this all about? Do not think about the "substance" of the information, but rather its underlying meaning. Write thoughts in the margin.
- c)** When you have completed the task for several informants, make a list of the topics that have emerged. Cluster together similar topics. Form these topics into columns that might be arrayed as major topics, unique topics, and leftovers (they have no specific category).
- d)** Now take this list and go back to the data. Abbreviate the topics as codes and write the codes next to the appropriate segments of the text. Try out this preliminary organising scheme to see whether new categories and codes emerge.
- e)** Find the most descriptive wording for your topics and turn them into categories. Look at reducing your total list of categories by grouping topics that relate to each other. Perhaps draw lines between your categories to show the interrelationships.
- f)** Make a final decision on the abbreviation for each category and alphabetise these codes.
- g)** Assemble the data material belonging to each category in one place and perform preliminary analysis.
- h)** If necessary recode your existing data.

(See Appendix A: Protocol for Analysis of Data.)

4.3 BIOGRAPHICAL DATA AND EMPLOYMENT PARTICULARS

Tables 1 to 7 below illustrate the biographical data obtained from the interviews.

Table 1 **Ages of the station managers**

Age group	Frequency	Percentage
30-44 years	4	100

During the interviews with the managers it was determined that all of them are over the age of 40 years. The respondents' ages give an indication that they form part of the first intake of women who joined the police. This indicates that they have sufficient experience in the police. It also gives one an indication of how long they have had to wait to get to the top management structure of the police.

Table 2 **Ages of the subordinates**

Age group	Frequency	Percentage
Younger than 25 years	2	11
25-29 years	2	11
30-44 years	12	67
45-54 years	2	11
Total	18	100

Table 2 shows that 12 of the respondents fall within the age group 30 to 44 and two respondents within the age group 45 to 54. This means that of 78% respondents have a long service period in the police. The conclusion can thus be drawn that most of the subordinates who were interviewed are experienced members of the Police Service.

Table 3 **Marital status of all the respondents**

Marital status	Frequency	Percentage
Married	13	64

Never married	8	32
Divorced	1	04
Total	22	100

Table 3 shows that 13 (64%) of all the respondents are married. Included in this figure of 13 (64%) are the four women managers, which indicates that they have a double responsibility, at work and at home.

Table 4 Managers' race

Gender and race	Frequency	Percentage
White	3	75
Black	1	25
Total	4	100

This table shows that only 25% of the respondents are black. This gives an indication that not enough black women have been appointed in senior positions or as station managers. During one of the interviews with the station managers, it was mentioned that not enough suitable black women apply for vacant management posts.

Table 5 Subordinates' gender and race

Gender and race	Frequency	Percentage
White males	6	33.33
Black males	6	33.33
White females	2	11
Black females	2	11
Coloured females	2	11
Total	18	99.66

From Table 5, it is evident that 66% of all the subordinates who was interviewed are males who work under a female manager. This data is important because the policing

environment is basically seen as male-dominated, and it is not a general phenomenon to have a female manager who is in charge of a station.

Table 6 Respondents' ranks

Rank	Frequency	Percentage
Directors	3	13.64
Superintendents	5	22.73
Captains	3	13.64
Inspectors	4	18.18
Sergeants	1	4.55
Constables	1	4.55
Administrative personnel	5	22.73
Total	22	100

The three directors who were interviewed are female station managers, of whom only one is a black female. One of the superintendents is a female station manager.

Table 7 Positions of subordinates

Position	Frequency	Percentage
Crime prevention commander	3	16.67
Crime prevention officer	1	5.56
Detectives	2	11.11
Head support services	1	5.56
Sector managers	1	5.56
Crime intelligence officers	2	11.11
Community Service Centre assistants	1	5.56
Community Service Centre relief commander	1	5.56
Human Resource manager	1	5.56
Media officer	1	5.56

Personnel officer	4	22.22
Total	18	100

As indicated in Table 7, the researcher tried to interview members who are not all in the same departments at the stations. Administrative members at the stations were also interviewed, because they did not have training as police officers, but were civilians appointed in these posts. Further discussion of the data will show how these personnel have experienced the female managers.

4.4 FINDINGS OF INTERVIEWS CONDUCTED WITH STATION MANAGERS

During the interviews with the station managers the categories and sub-categories as presented in Table 8 were identified.

Table 8 Experiences of female station managers

Categories	Sub-categories
1. Responsibilities of station managers	<ul style="list-style-type: none"> ▪ Management of station ▪ Crime prevention ▪ Inspections ▪ Administration ▪ Service delivery ▪ Special duties
2. Work experience	<ul style="list-style-type: none"> ▪ Ranking structure ▪ Selected work opportunities ▪ Transfers
3. Management experience	<ul style="list-style-type: none"> ▪ Experience in station management ▪ Acceptance by other members ▪ Communication and trust ▪ Support from the community

4. Subordinates and female station managers	<ul style="list-style-type: none"> ▪ Male-dominated culture ▪ Operational activities ▪ Support to members
5. Problems experienced as female station managers	<ul style="list-style-type: none"> ▪ Support from other senior members
6. Equal opportunities	<ul style="list-style-type: none"> ▪ Promotion and consideration for posts ▪ Training
7. Organisational culture	<ul style="list-style-type: none"> ▪ What is organisational culture? ▪ Influence on female station managers

A discussion of the results detailed in Table 8 will now follow. Direct quotes from the verbatim transcriptions will be used and the findings will also be linked to relevant theory.

4.4.1 Responsibilities of station managers

a) Management of the station

The management of a police station comprises of a wide range of activities and responsibilities.

"...I am basically managing the station."

"Ek is maar verantwoordelik vir die bestuur van die stasie."

According to Mouton (2004:145), management focuses on the day-to-day operations of the different elements within the organisation. The same applies to a station. The station commissioner has different responsibilities and multiple tasks within the station.

According to Thibault, et al. (in Mouton, 2004:148), the position of the supervisor in the organisation is a vital link between the officer on the street and management. Mouton explains that in the SAPS the station commissioner (in this study referred to as the station manager) and the commander of a unit/department also fulfil the important role of a supervisor. Thibault, et al. (in Mouton, 2004:148) also use the acronym "**RESPECT**" to illustrate the functions of the supervisor.

In the discussion that follows the sub-categories will be highlighted in accordance with the acronym "**RESPECT**".

R *Reporting and communication:* Internal communication through regular station lectures, the information-book in the community service centre, etc. Informal communication at the station also opens up relationships of trust between members and their station managers, as the following statements by subordinates of the female station managers reveal.

"...as jy probleme het, kan jy met haar daaroor praat... baie keer kom sy hierso in ons kantoor toe kom kuier hier vir ons praat met ons."

"Ag nee dis lekker om iemand te hê om te gesels en jy weet uhm sy gaan luister na jou. Met my ondervinding ... as jy met jou vorige ... as jy met 'n man gaan praat het ... hy gaan nie basies luister ... as ek kyk na persoonlike probleme."

E *Evaluation and inspection* [Management of the station]: This involves valuation of the members at the station in terms of their appearance, use of state equipment, use of language, attitude towards the community, and so on. Station inspections include the inspection of case dockets, financial registers, property registers, buildings, etc.

"As stasiekommissaris moet jy jou mannekrag bestuur... verder doen jy maar jou daaglikse inspeksies op die stasie."

"...ek begin met inspeksie hier by eenuur se kant..."

"I do inspections...every day..."

The sub-category of managing the station has been covered in this discussion.

- S** *Services and community relations:* [Service delivery]: The station manager is responsible for maintaining the quality of the delivery of services to the community in the station area. The station manager impresses on station staff that they represent law enforcement in the community. Community policing then becomes the responsibility of every police official at the station.

"...I meet regularly with the community...and from time to time we are busy with projects in the community...we have just done a child protection week."

- P** *Planning and implementation* [Crime prevention]: Station managers should be able to plan for the long- and short-term and should be able to implement these plans. It is important that they know the conditions and needs of the community they serve in their station areas. Crime-prevention initiatives should be planned and implemented in conjunction with the community.

"...we have crime prevention meetings every day; then I discuss crime issues with my personnel..."

- E** *Ethics and morale* [Special duties]: It is the responsibility of station managers to implement the code of conduct of the SAPS. A manager guided by ethical principles and with a reputation for integrity is more likely to have a station with high morale (Mouton, 2004:150). If station managers work with their personnel on special duties, it also creates a sense of teamwork and will automatically boost the morale of the members.

"Ja ek werk saam met hulle as ek kan; ek glo ook natuurlik daaraan om myself in te deel"

op die skedule om diensoffisier te wees. Ek dink nie daar is nog baie stasiebevelvoerders wat self diensoffisiere is nie."

"Die meeste van die tyd doen sy al die spesiale dienste saam met ons."

- C** *Control and resource utilisation* [Management of the station]: Station managers can control personnel and policing activities by providing guidance and displaying a sense of strong responsibility. The efficient use of the increasingly scarce resources available in the SAPS will become a leading measure of management success in the future.

"You know...I believe that a person should do this job...the standing orders and directives are there and we should operate as far as possible according to them...there is no shortcuts to get the job done properly and effectively."

- T** Teaching and directing: Regular in-service training is important in order to run an efficient organisation. Therefore, station managers have to assist members of their stations who have a lack of skills. At the same time, station managers and their members should also learn from each other.

"And another thing...I am not scared to learn from them...if I don't know something...I will go...even to a constable who knows and ask him to help me."

"Sy is nie bang nie...nie bang om te leer nie."

"...en wat ek laaik en as...wanneer sy nie iets weet en jy weet...het sy nie daai ding van ek is die bevelvoerder...jy kan my nie sé nie."

4.4.2 Work experience

a) Ranking structure

The ranking structure of the South African Police prior to 1994 looked different from the ranking structure of the new South African Police Service after 1994. The following diagramme shows the difference in the ranking structure before and after 1994.

Table 9 Ranking structure

Ranks before 1994	Ranks after 1994
Constable	Constable
Sergeant	Sergeant
Warrant Officer	Inspector
Lieutenant	Captain
Captain	Superintendent
Major	Senior Superintendent
Lieutenant-Colonel	Director
Colonel	Assistant Commissioner
Brigadier	Commissioner
Major-General	
Lieutenant-General	
General	

All the respondents had worked for the former South African Police before 1994. Three of the respondents had joined the South African Police as students and had received training as constables in the South Africa Police College in Pretoria. One of the respondents received her training at the Hammanskraal Training College. All the respondents had moved through the ranking structure in the South African Police prior to 1994. When the ranking structure changed after 1994 they moved into the new ranking structure in higher ranks than prior to 1994.

"Jy weet ons het nou regtigwaar 'n fees gehad; ons het deur al die range gehardloop, ons het selfs in die rangverandering gespring."

It is also clear that all the respondents had experienced long waiting periods for promotion. All the respondents have only been promoted to their current ranks as indicated in Table 6 during the past year. In 1972 when the first women joined the South African Police they were on a different post structure from policemen, which meant that policewomen had to compete with each other for promotion and not with policemen. Promotion was only done according to the numerical strength of policewomen, which limited promotion possibilities. Promotion posts were filled very quickly and many women had to wait for long periods to get promoted (Morrison, 2004: 56).

"Daar was alreeds so baie blanke vrouens aangestel dat daar nie eintlik plek vir ons was nie, dit is eintlik 'n wonderwerk ek is aangestel as Direkteur."

b) Selected work opportunities

Although women had received the same training as men, they were basically used for administrative duties, and employed in posts as secretaries, switchboard operators, typists, etc.

"Kyk toe ek 1984 uitgekom het, het ons almal by 'n skakelbord gesit en die oproepe herlei na die aanklagkantoor. Dis hoe hulle ons behandel het."

One of the problems was that policewomen felt that they had had full training, the same as their male counterparts, but were barred from doing all types of police work. Policewomen who worked in the office were frustrated because they were restricted to working in an office (Morrison, 2004: 57).

c) Transfers

It appeared that the organisation was very insensitive with regard to the transfer of

married women specifically. If a woman was married and her husband was transferred, then the woman also had to go where her husband had been transferred to.

"...ek is aangestel as SB [stasiebevelvoerder] op stasie x en my man is ook in die polisie en dit was seker so ses maande wat ek daar SB was ...toe sê hulle vir my nee as jy saam met jou man wil gaan dan moet jy maar kyk of jy daar 'n pos kan kry: jy weet ons moes daai tyd maar self gesorg het. Jy moes 'n onderneming geteken het dat jy bereid is om lank te wag en 'n pos te aanvaar en al daai tipe nonsens, veral blankes."

4.4.3 Management experience

a) Experience in station management

Managing and leading people in an organisation like the SAPS are not easy responsibilities. An enormous amount of inspiration, energy and brainpower is required to be a station manager. Whisenand and Ferguson (1996:13) point out that managers are important for three reasons. *First*, they are accountable for the efficiency of an organisation. They must daily provide high-quality police services to clients who do not care about the vision of the Police Service. *Second*, they are asked to do their job in a practical and cost-conscious way. In the SAPS this is very important because the budget of the organisation is very tight for the high crime rate in South Africa. *Third*, they translate police work into confidence and hope for a safer living environment. The SAPS has an urgent need for managers like these as well as managers with a strong, experienced background.

Three of the respondents have extensive station management experience.

"Ek is al sewe jaar hierso as SB. Voor dit was ek SB op stasie x."

"Jy weet ek is ook al lankal ek meen ek is op die stadium in die hele area is ek die enigste SB in die area."

"Ek was eers op stasie x SB voordat hiernatoe verplaas is."

"Ek is al SB hier van 1993 af. Ek was intussen ook vir twee jaar na stasie x verplaas waar ek ook SB was."

One of the respondents has eight months experience as a station manager, but she has extensive experience as a manager in the Police Service.

"I have been a manager for quite a long time...previously I was the provincial Head for Administration. I was also second in charge on station x for quite a while."

b) Acceptance by other members

In some cases it seems that male members were sceptical at first about the fact that a woman would be their station manager.

"Weet jy wat is my ervaring veral die afgelope paar jaar, veral hier waar ek nou is en selfs op stasie x waar ek was is dat jou personeel sal skepties wees teenoor jou totdat hulle sien nee maar jy ken jou werk. hulle kan maar na jou toe kom vir raad, want jy help hulle en daai tipe van ding."

"Daar was persone wat agterdogtig was hier op die stasie...kan 'n vrou dit doen...maar geleidelik het ek baie goeie ondersteuning gekry van al die lede."

Some members made virulent remarks.

"...was veral hierdie jy weet, sy het die pos gekry omdat sy 'n vrou is...dit is maar net vir equity."

"Dan sien hulle ja nee wag hierdie persoon is competent so dit is nie 'n fout nie, dit is net 'n vrou wat daar gesit is en ek dink dit maak 'n verskil."

Heidensohn (1992:97) argues that there is one theme common to nearly all this research. that, despite the research findings outlined above, despite two decades of integrated policing, attitudes of male officers to women police continue to be hostile and form the main impediment to their progress.

c) **Communication and trust**

When communication suffers, so does trust. Reduce your communications and openness with a co-worker, family member, or friend ...mutual trust is reduced (Whisenand & Ferguson, 1996:86).

In any management position it is very important that there are sound communication lines between all the role-players involved. On the other hand it is difficult to communicate if there is no trust between the people who have to communicate with each other (Whisenand & Ferguson, 1996:86). Police organisations mainly deal with problem solving. Whisenand and Ferguson (1996:85) state that in problem solving the first step is communication. If information in an organisation is not communicated properly, the correct decisions cannot be made. Whisenand and Ferguson (1996:86) argue that police organisations depend on the existence of shared meanings and interpretations of reality, which facilitate coordinated efforts.

"Sy doen so elke twee weke haar rondtes op die stasie en ek dink dit is 'n kwessie van dat sy haar mense vertrou en glo dat elkeen sy werk doen na die beste van hulle vermoë."

"Ons het elke oggend 'n vergadering met haar en as ons probleme het gaan ons na haar toe."

"My colleagues accept her, because if she gives instructions they do it and even the station meetings ...I find the attendance very good..."

"We have crime prevention meetings every day; then I discuss crime issues with my personnel."

Meetings are a good way for a manager to communicate with her personnel at the station because of the variety of branches (departments) and the number of people working in these different branches.

Whisenand and Rush (1998:100) differentiate between two types of meetings: routine meetings and ad hoc meetings. Routine meetings are seen as time or event triggered while ad hoc meetings are only requested to attend to a particular problem. The authors are also of the opinion that meetings have four purposes:

- to enable exchanges to take place quickly;
- to provide a job environment in which members are exposed to new ideas by the rapid exchange of views between individuals;
- to reduce the number of semantic difficulties through face-to-face interaction; and
- to get the members attending the meeting committed more strongly to given proposals or procedures than they would otherwise be.

"Ag kommunikasie, dat daar 'n oop deur na haar kantoor toe is ander stasiekommissarisse moes jy eers met jou bevelvoerder praat voordat jy soontoe gaan waar sy 'n oop deur policy het dis nice as jy probleme het... uhm.... kan jy met haar daaroor praat baie keer kom sy hierso in ons kantoor toe kom kuier hier vir ons praat met ons. Dit wys dat sy afkom na die grondvlak toe en nie net in haar kantoor sit dat ons deur ons bevelvoerder met haar moet kommunikeer nie."

In the past, formal communication channels were seen as the only way to send and receive information necessary to the functioning of the police organisation. Informal and personal communications are now recognised as a supportive and frequently necessary process for effective functioning (Whisenand & Ferguson, 1996:92).

d) Support from the community

The new SAPS came into existence in 1994. Community policing has been adopted as the new policing style in South Africa. In this style of policing it is important that the police and the community form a partnership to deal with crime problems in the respective communities the police serve. In community policing there is a shared responsibility between the community and the police. Historically, the police have accepted responsibility for resolving the problem of crime in the community. Under

community policing. however, citizens develop a sense of shared responsibility (Whisenand & Ferguson, 1996:235).

"En selfs uit die gemeenskap het ek baie goeie ondersteuning gekry en ek word gesien as die bevelvoerder. Hulle het nie regtig 'n probleem nie en werk saam met ons."

"...I meet regularly with the community ...and from time to time we are busy with projects in the community ...we have just done a child protection week."

"...baie mense uit die gemeenskap het al vir my briewe geskryf en gesê hulle is bly dat daar is 'n vrou hulle sien dit dat jy verstaan beter en jy luister beter..."

Because police services will be localised, officers will be required to increase their responsiveness to neighbourhood problems. As police-citizen partnerships are formed and nurtured, the two groups will be better equipped to work together to identify and address specific problems that affect the quality of neighbourhood life (Whisenand & Ferguson, 1996:235).

4.4.4 Subordinates and female station managers

a) Male-dominated culture

Women have been and, to a certain extent, are still a minority group in the SAPS (Morrison, 2004:1). Morrison (2004) also mentions that women are entering policing occupations traditionally held by men and taking their place in law enforcement, in spite of the continuous objections of some of their male colleagues. A respondent felt that males still want to dominate women in meetings.

"Jy weet ek het nog steeds hierdie probleem by my.jy sal vir hom 'n ding sê dan sal hy jou in die rede val maar dan sal ek sê nee, laat my klaar praat..."

"...tot 'n mate is dit steeds 'n manlike beroep...hulle kyk maar nog steeds daarna in daai opsig."

In Brown and Heidensohn (2000:117) an African policewoman expressed the following sentiment:

"Serving in the police is good. The only problem is that officers (males) do not want to listen to ideas being introduced or given by a female. They try and ignore female officers and if you are not brave you can shrink. So female officers need to stand on their feet and show the male officers that we are capable of doing the job."

In Morrison (2004:188) the following findings were tabled:

- There was a feeling amongst the policewomen that their male colleagues (whether white or black) did not see them as colleagues, but as women per se. They were not respected or trusted to do the job, because they are not male.
- Policewomen still experience gender bias (positive and negative) from their male colleagues.
- Because of gender clashes and negative male attitudes towards the women, some of the male officials still see them as a threat and an interloper.

Negative attitudes of male officers, displayed by the blatant ignoring of female officers are the most frequently cited female stressors (Scarborough & Collins, 2002:8).

b) Operational activities

It appeared from all the interviews conducted with female station managers that subordinates carry out instructions given to them with regard to their operational activities. Not one of the respondents experienced problems with the subordinates and one can argue that female station managers are in general accepted in their stations. Most members have a positive attitude.

"Die lede aanvaar opdragte ...en ek hou van deelnemende bestuur...so ek hou almal betrokke by die bestuur van die stasie."

"Direct orders are carried out very good...they respond quickly...sometimes even the same day...that is now when I gave instructions at our daily meetings."

c) Support to members

All of the respondents have a very supportive way of supervising and managing. Supportive supervisors are concerned with developing good relations with subordinates and they protect officers from what are viewed as unfair management practices (Peak, Gaines & Glensor, 2004:36).

"...jong my mense is my mense en ek tree maar vir hulle in die bresse waar ek kan...help waar ek kan..."

"I ask them if they foresee any problems...and where I can I will assist."

"En dan empatie soos ek sê jou manier jou omgang met jou mense...ek dink 'n vrou het meer empatie jy kyk na die meer persoonlike sy van die mens."

4.4.5 Problems experienced as female station managers

a) Support from other members

One of the respondents felt that they do not always get the same support from members in the organisation in managing the station or that they are working in some kind of isolation as far as the station is concerned.

"In werklikheid as ek vanaand probleme ondervind, moet ek dit self oplos...behalwe nou daaglikse kantoorure. Die area-lid is altyd daar alhoewel hulle nie altyd jy weet as jy iets vra dit vir jou sal gee nie. Om eerlik te wees is dit baie lekker behalwe dat ons al die verantwoordelikheid dra vir die stasie hulle hou jou absoluut verantwoordelik vir alles wat gebeur by die stasie."

Another respondent explained that she receives support from other departments in the organisation as a station manager and does not really experience problems.

"Ek ondervind nie regtig probleme nie...ook nie by die topbestuur van die area nie...as daar is, is onbewus daarvan. Byvoorbeeld, wanneer ek die motorhawe bel oor 'n kar van my wat gebreek het en ek het die kar nodig, gaan hulle uit hulle pad om my te help...ja soos ek sê...ek het nie regtig probleme nie, daar is 'n goeie verhouding."

Robbins (1993:185) mentions that people get more out of work than merely money or tangible achievements. For most employees, work also fills the need for social interaction. The author further states that having friendly and supportive co-workers leads to increased job satisfaction.

4.4.6 Equal opportunities

a) Promotion and considerations for posts

Women experienced major difficulties in applying for management positions and promotion because of the separate post structure for men and women in the South African Police. Only after 1989 was the separate post structure cancelled, with one post structure remaining for all police officers. Limitations were lifted and all the post structures opened up for women. Police women could now apply for any position in the South Africa Police (Morrison, 2004:58). Two of the respondents only got promoted when their stations were upgraded to a higher management status.

"Toe die stasie opgradeer is verlede jaar is ek na my huidige rang toe bevorder."

"Toe stasie x opgradeer is het ek aansoek gedoen en die pos gekry."

Although there are more opportunities for women to apply for advertised posts, they are still limited in number in the higher ranks. According to Gowdy et al. (2003:69) "Gender inequity is ingrained in the workplace and is based on societal expectations and

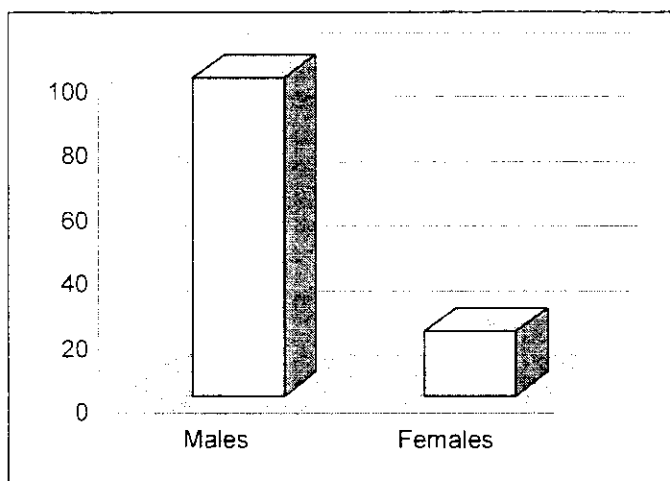
attitudes...women face major obstacles in male-dominated areas such as law enforcement and corrections and find it difficult to become managers."

"Ek dink ons is te min vroue by Nasionaal. selfs ek dink by Provinsie alhoewel hulle nou vinnig Direkteure aanstel."

In her study, Morrison (2004:192) states that the lack of promotion possibilities in the SAPS creates frustration and bad feelings.

It seems as if this is still the situation in the SAPS. Figure 1 illustrates the number of permanent top management positions occupied by males and females in the SAPS.

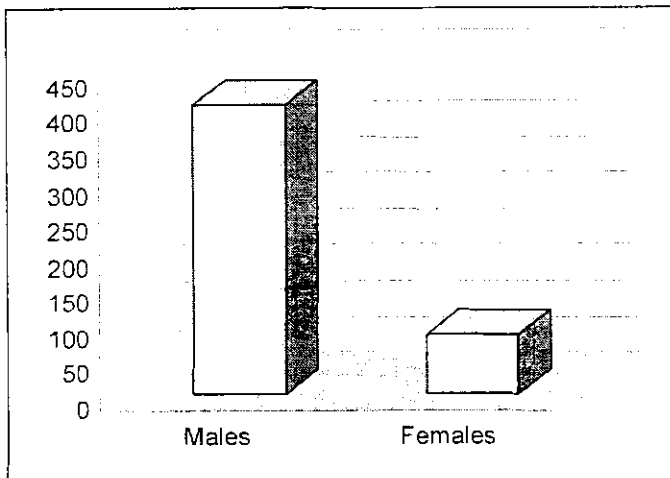
Figure 1 Top management positions



According to the SAPS annual report (SAPS, 2004/2005), out of 119 top management posts, only 20 women are in the top management hierarchy of the SAPS. This means that only 17% of women are in top posts.

Figure 2 illustrates the permanent senior management positions of males and females in the SAPS.

Figure 2 Senior management positions



According to the SAPS annual report (SAPS, 2004/2005), out of 488 posts, only 84 women are in the senior management hierarchy of the SAPS. This means that in the senior management positions in SAPS 17% of women are in senior posts. Although there was an increase in the number of women appointed into top management positions as well as into senior management positions, the figures still indicate that not enough has been done to improve equality in management positions in the SAPS.

b) Training

Training is necessary for the fulfilment of employee potential. Without training, the best of officers is inadequate at best, incompetent at worst. The foundation for effective law enforcement is established with a good training programme (Holden, 1994:284).

The respondents were of the opinion that the situation with regard to the training of female officers has improved. More women are nominated to attend training courses than in the past.

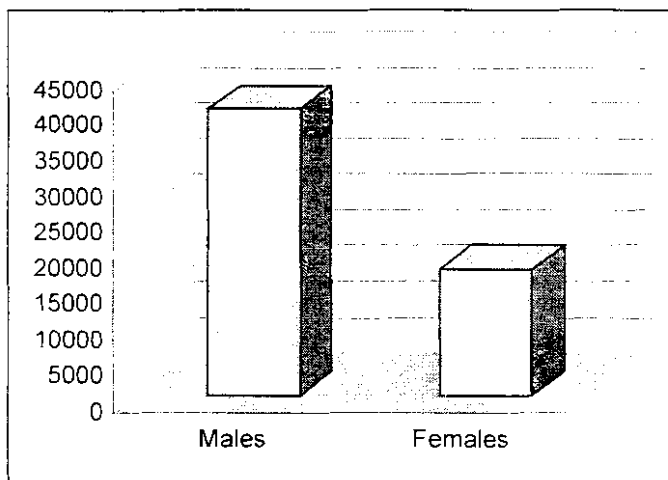
"Jy weet mos nou dit was nooit gedoen nie. maar ek moet vir jou sê sedert verlede jaar, hierdie jaar is die fokus op die vrou."

"Training gewys jy weet ons moet kyk as ons nominasies ... en goed doen ... dan moet jy kyk na jou equality..."

"As you know in the past it was very difficult...but later...the past year or so it is getting better...I even think...because of the new acts...things is definitely getting better for us."

With regard to skills development, 57 510 policemen and policewomen had received training. Of these 40 013 males were trained and 17 497 females were trained. Figure 3 indicates these figures.

Figure 3 Skills development



4.4.7 Organisational culture

a) What is organisational culture?

According to Robbins (1993:602), organisational culture refers to a system of shared meaning held by members that distinguishes the organisation from other organisations.

Gibson, Ivancevich & Donnelly (1994:62) explain organisational culture as the "personality" of the organisation, as it influences the way in which people perform, view their job, work with colleagues and view the future.

Organisations, made up of interactive components, are guided by rules and regulations (formal and informal power structures) and exhibit norms and cultures that have been passed down over time. Police organisations are influenced by internal perceptions, values, and attitudes and are also influenced by external forces (Champion & Rush, 1997:68).

The SAPS is no exception from other organisations. Within the organisation a strong culture exists and over the years has been kept in place by strong internal elements in the organisation.

b) Influence on female station managers

According to Technikon SA (2001:13), 'class distinctions' are one of the manifestations of organisational culture. The most visible class distinction within organisations is its hierarchy, which refers to the different levels in the organisation and the delegation of responsibility and authority downwards into the system. Because these levels are fairly permanent and set, they form part of the 'personality' of the organisation. In the SAPS, the hierarchy refers to the different rank levels in the organisation (Technikon SA, 2001:14). Because of these different rank levels in the organisation and also because of the previous separate post structures held in the South Africa Police, women could never apply for the same ranks as their male counterparts in the police. Male officers were always in higher ranks, especially within the commissioned officer ranks, than women and clearly women felt submissive to the male officers.

"Uhm ek het nou bevordering gekry so ek kan nou nie eintlik sê ek het nie 'n gelyke geleentheid gekry nie, maar ek kan vir jou eerlikwaar sê daar is "heavy" gediskrimineer teenoor die vrou uhm vir baie baie jare. "even" nadat die polisievrout nie meer hulle eie struktuur gehad het nie was daar nog steeds mense gewees (lag in stem) ...ek persoonlik was op 'n bestuurskursus gewees."

The culture in the organisation affects individuals in the organisation. According to Greenberg and Baron (in Technikon SA, 2001:19), employees are more willing to work

in a culture that fosters pleasant interpersonal relationships. In the opinion of the researcher pleasant working conditions also affect the effectiveness of the organisation.

"...Dit was regtig "heavy" as jy kyk in terme van jou pensioen hoe baie het ons verloor want ons het minder betaal pensioengewys as wat die mans betaal het."

McCoy (in Gowdy, et al., 2003:70) recommends the development and implementation of policies and practices to create an organisational culture that uses the distinctive qualities of policewomen.

In the next section of this chapter, the findings of interviews conducted with subordinates are discussed.

4.5 FINDINGS OF INTERVIEWS CONDUCTED WITH SUBORDINATES

During the interviews conducted with the subordinates of these female station commissioners the following categories and sub-categories were identified.

Table 10 Experiences of subordinates with regard to female managers

Categories	Sub-categories
1. Responsibilities of interviewed subordinates	<ul style="list-style-type: none"> ▪ Administrative duties ▪ Media liaison ▪ Crime prevention ▪ Crime investigation ▪ Crime intelligence ▪ Sector manager
2. Performance of station manager in general management duties and responsibilities	<ul style="list-style-type: none"> ▪ Management style ▪ Management skills ▪ Current manager vs. previous manager ▪ Competency

3. Reactions of colleagues	<ul style="list-style-type: none"> ▪ General acceptance and positive attitude ▪ Conflict ▪ Culture
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A discussion of the results portrayed Table 10 will now follow. Direct quotes from the verbatim transcriptions will be used and the findings will also be linked to relevant theory.

4.5.1 Responsibilities of interviewed subordinates

The rationale for the discussion of the responsibilities of the subordinates is to show the different nature of activities that subordinates are involved in. The station manager has to work with all these people on a daily basis and, amongst others, these are some of the functions on the station she has to coordinate and manage.

a) Administrative duties

Mouton (2004:147) groups the following activities as part of administration: policy making, organising, control, finance, personnel provision, and work methods and procedures. Administration in an organisation provides direction for the entire organisation by designing rules, policies and regulations.

Personnel at the station involved in administrative duties are office bound. Administrative duties, amongst others, include:

- coordination of leave of staff;
- coordination of sick leave of staff;
- the finalisation of medical boards of members; and
- death boards of members.

"Uhm...I am working at human resources ...uhm...I am doing all the leave...all the police leave and also medical boards."

"We are dealing with death boards, medical boards and so on..."

"Ek deel maar elke dag met menslike hulpbron-aangeleenthede soos siekverlof, verlof, plasing van lede, ens. As administratiewe bestuurder handel ek met alle skrywes wat en vanaf die Direkteur ontvang en is maar basies 'n ekstra hand vir haar."

The relief commander in the community service centre is also bound to the community service centre.

The functions of the relief commander are also of an administrative nature. The relief commander's duties basically include the following:

- inspect the cells;
- check and inspect the fire arms in the vault in the community service centre;
- check and inspect the financial registers in the community service centre;
- check the money received in the safe in the community service centre; and
- oversee that operational activities such as receiving and attending to complaints run smoothly.

"Uhm...you see my everyday duties is basically routine work. Firstly...when I got on duty...the main thing I must check is the cell...I must check the fire arms and then I must check the registers ...J70...bail...J534. Then if I find the corresponding with the hand-over certificate... then I will sign acknowledgement...I take over and everything is in order."

The Head: Support Services' duties also include administrative functions. They include the following:

- financial support; and

- logistical support.

"Ek is nou hoof van ondersteuningsdienste...dit sluit in finansies en logistiek, ens..."

In any policing environment, financial and logistical support is indispensable. No policing operations can take place without proper financial and logistical support, which entails money, patrol cars, fire arms, crime prevention kits, etc.

b) Media liaison

The SAPS has a specific unit that communicates with the media. It serves as a mouthpiece for the organisation with regard to crime initiatives, awareness campaigns, etc. Only one of the respondents is involved in media liaison. Her functions include the following:

- contact with the media every day;
- attend crime meetings;
- attend to members in hospital;
- attend to administrative duties, i.e. receive and send e-mails;
- regularly visit schools; and
- be involved in projects, i.e. child protection week, etc.

"Ek werk elke dag met die media...ek is elke dag by die stasie misdaadvergaderings...Elke dag word die crime hier discuss...ek kry ook blomme vir die lede wat in die hospitaal is...as daar soos nuwe mense is laat ek hulle ook welkom voel. Ek doen ook die e-mails hier op die stasie. Ek is ook betrokke by projekte...ek besoek so nou en dan die skole...en so nou en dan het ons ook 'n child protection week. "

c) Crime prevention

Because community policing was adopted as a new policing style by the SAPS, crime

prevention units were established nationally in the SAPS. The functions of these units are to deal with crime in a proactive manner. In other words they do not wait for something to happen; they take appropriate action beforehand. Tasks of members in these units are amongst others:

- visible policing;
- roadblocks;
- patrols;
- sector policing; and
- special operations.

"Ek voorkom misdaad."

"Okay every morning I come here at five and check the dockets and registers and in the morning there is a parade and thereafter I go out go around our area and see if there is a problem to attend and thereafter I visit points in the area; for example, if there is a special operation going and so on..."

These units work very closely with the station manager in order to fight crime effectively in their different areas. The commanders of these units have to report on a daily basis to the station manager.

d) Crime investigation

Crime investigation is also known as reactive policing. In other words the police act after the crime has occurred. Currently the detective branch in the SAPS is investigating dockets.

"Ek is belas met ondersoek van dockets...huisbrakesake. ens."

"I basically only investigate dockets."

Although these units have their own commanders, they are still under the management of the station manager. The functions of these commanders are to oversee that their unit is operating effectively.

e) Crime intelligence

Crime intelligence has to do with the analysis of crime. These members receive crime information and process the information into crime intelligence, which can then be used to act upon.

"Ek analiseer die misdadertendense...identifiseer crime hotspots "

"Ek analiseer ook maar ...waar misdaad baie voorkom gee ons dit deur sodat daar opgetree kan word."

According to Unisa (2004:221), there are two types of intelligence.

▪ **Operational intelligence**

This type of intelligence provides an investigative team with hypotheses (suggested explanations) and inferences (conclusions) about specific elements of illegal operations of any sort. Operational intelligence focuses on **short-term aims**, such as solving particular crimes.

▪ **Strategic intelligence**

Strategic intelligence focuses on the **long-term aims** of law-enforcement agencies. Strategic intelligence normally examines current and emerging trends, changes in the crime environment, threats to public safety and order, opportunities for controlling action and the development of counter programmes and potential changes regarding policies, programmes and legislation.

f) Sector manager

To support the new adopted policing style of community policing, the SAPS has implemented sector policing. Each station area is divided into different sectors. Each sector has a specific number of members responsible for that specific sector, and to oversee policing functions in that area a sector manager has been appointed. Specific tasks are the following:

- attend to complaints in the community;
- concentrate on crime hotspots in the area;
- patrol the sector; and
- identify problems in the sector and find solutions to them.

"Okay ons is basies sector managers. Ons is basies 'n mediator tussen die polisie en die gemeenskap ...ons doen klagtes ook en ons konsentreer op die hot spots waar geïdentifiseer is wat die misdaad betref...jy kan basies sê ons is in jou eie sektor die stasiebevelvoerder van jou sektor..."

4.5.2 Performance of station manager in general management duties and responsibilities

a) Management style

According to Smit and Cronjé (in Van der Waldt & Du Toit, 2002:71), there are four different management styles:

- A type who is autocratic and negative.
- B type who cannot express feelings and is unwilling to be open to subordinates.
- C type who rejects ideas and opinions and believes only in him/herself.
- D type who balances exposure and feedback and readily communicates ideas and opinions.

Van der Waldt and Du Toit (2002:71) draw attention to the fact that this style is very much in line with the premium that is being placed on democracy and participation. The D-type management style will definitely fit the profile of a good station manager in the SAPS.

"Sy het 'n baie gemaklike bestuurstyl..."

"Ek sou sê haar bestuurstyl is baie demokraties...almal kan 'n inset lewer en sy neem nie sommer net besluite nie. Sy kry eers almal se insette voordat sy 'n besluit neem."

"...she has a nice management style..."

It is important for station managers to move to the grass root levels of their stations to be able to share ideas with their personnel and also to get accurate feedback from their personnel. This will make the management of the station more comfortable and easier.

b) Management skills

According to Tanton (1994:41), a wide range of 'people skills' will be required for management in the future. These skills include, amongst others:

- **Communicating**

"Ag kommunikasie, dat daar 'n oop deur na haar kantoor toe is ander stasiekommissarisse moes jy eers met jou bevelvoerder praat voordat jy soontoe gaan waar sy 'n oop deur policy het dis nice as jy probleme het uhm kan jy met haar daaroor praat baie keer kom sy hierso in ons kantoor toe kom kuier hier vir ons ... praat met ons. Dit wys dat sy afkom na die grondvlak toe en nie net in haar kantoor sit dat ons deur ons bevelvoerder met haar moet kommunikeer nie."

"...jy weet daai heeltemal om gemaklik te kommunikeer want ek dink dit is die belangrikste."

The rationale for delegation is to enhance and clarify the manager and his or her people's understanding not only of (1) their authority, responsibility, and accountability, but also

■ Delegation

"...en ek hou van deelnemende bestuur...ek hou almal betrokke by die bestuur van die stasie."

"Ek sou se haar bestuurstyl is baie demokraties...almal kan 'n inset lewer en sy neem nie sommer net besluite nie. Sy kry eers almal se insette voordat sy 'n besluit neem."

units." responsibility, self management, shared power, autonomous teams, and entrepreneurial leadership paradigm are coach, inspire, gain commitment, empower, affirm, flexibility, in the future. Witham (in Peak, et al., 2004:422) noted: "The watchwords of the new been established for the future. The autocratic leader approach of the past will not work was on submission to authority in the past. A different set of values and expectations has According to Peak, et al. (2004:421), the emphasis of police supervision and management

■ Involving people at all levels

"Ag nêe dis lekker om iemand te hê om te gesels en jy weet uhm sy gaan luister na jou."

together as a team (Whisenand & Rush, 1998:21). listening, then one will not know who is responding to the opportunity to participate The second ingredient for building a motivating environment is listening. If one is not

■ Listening

accomplishment (Whisenand & Rush, 1998:81). This is just as important in a station. decision points throughout the organisation is such a vital requirement for task The communication process is necessary because the flow of proper information to the

of (2) their freedom to take work-related initiative as it pertains to their authority, responsibility, and accountability (Hanna, 1990:44).

"...ek het regtig geleer om te deleger. Hoor ...ek doen nog steeds my werk maar deleger deleger ek. Ek sorg dat elkeen sy verantwoordelike werk doen."

c) Current manager vs previous manager

A few respondents compared their female station manager with their previous male station managers.

"Man ek is noual 20 jaar hier en dit is die eerste keer dat ons 'n vroue stasiebevelvoerder het en ek moet vir jou sê dit is iets anderster...jy kan ook maar altyd sien waar 'n vrou is is daai vroulike dingetjies wat hulle maar inbring...blommetjies en daai goed...jy weet net jou werksomstahdighede...waar vroeër dit mans was en was dit maar net rof deurmekaar."

"...maar ek voel as iemand bo jou is moet jy die vrymoedigheid hé om na hom toe te gaan en te sê help my ek het 'n probleem, maar altwee van hulle het die 'knowledge' om 'problems' te 'handle'..."

The conclusion can thus be made that female station managers are coping and can do the job just as well as their male counterparts. It is important that women should be recognised as an integral part of the human resource component of the SAPS. They should be valued on the same basis as their male counterparts.

d) Competency

All the respondents (subordinates) expressed their satisfaction with their managers. Everybody was of the opinion that their female station managers were very competent as managers.

"Ja...sy weet presies wat sy doen..."

"She always comes to check our books weekly...she used to check all the registers and if there is a problem we will rectify it. "

"Man...I respect her job knowledge...she knows her duty...she also has this managerial skills ...the way I see her...she is managing correctly."

"Uhm...first...early in the morning...she inspect the cells...she inspects the charge office...and if there are any errors she will write in the OB so that it can be rectified."

"Very competent."

"Sy ken die fasette van stasiebestuur...sy kan die werk doen...en as ek moet dink aan iemand anders op die stasie wat bevel sou kon oorneem is daar nie iemand nie...nie eers die speurbevelvoerder nie."

"Sy neem besluite met die nodige vaardigheid en sien toe dat dit uitgevoer word."

According to Whisenand and Furguson (1996:119), effective (police) managers should think and behave as follows:

- They should know at all times what is going on in the department (at the station).
- They should have adequate technical expertise.
- They should be able to solve any problem that comes up.
- They should be the primary people responsible for how the department is working.

4.5.3 Reactions of colleagues

a) General acceptance and positive attitude

From the interviews conducted, there were clear positive attitudes towards the female station managers and a general acceptance of her from the members working under her command.

"No...my colleagues accept her because if she gives instructions they do it and even at the station meetings, I find the attendance very good. that is why I say they do respect her."

"Hier is vir my 'n aanvaarding op die stasie en ek glo nie hier is 'n probleem op die stasie nie."

"Nee wat ek weet nie van iemand wat n probleem met haar aanstelling gehad het nie of het nie...en sy is ook nie bang om haar mond oop te maak nie. Ek het nie eers 'n probleem met haar nie en ek is 'n ou polisieman."

b) Conflict

One of the respondents experienced conflict with the unions but after her appointment as a station manager the members involved changed their attitude.

"...en hulle het 'n petisie teen my opgesit en dit het nogal 'n probleem veroorsaak...jy weet ...en jy weet met sekere goed alles is omgegooi na rassisme...enne daar was ondersoeke en goeters gewees en op die ou einde van die dag het daar niks van gekom nie ...dat daar enige rassisme was of iets was nie...en toe die stasie opgradeer is, het ek my pos gekry. "

"...dat ek nou nog met dieselfde personeel sit of van dieselfde personeel wat nou hand omkeer verander het toe hulle sien ek het die pos gekry ...toe het hulle dit net gelos en nou het die houding verander."

"...some of the other people they don't really accept it..."

c) Culture

Some of the interviewees' opinions were that because of their culture, black men experience problems with the fact that they have to work under a woman. In the black culture women are submissive to men.

"Dit is nou absoluut my eie opinie. maar ek dink die swart mans kry swaar...Dit is mos hulle kultuur dat die vrou is die ondergeskikte..."

Some of the black men interviewed did not have a problem with a female station manager.

"I'll accept her as my leader as somebody who is effective...she treats us equal."

"They don't take her as a woman as such they take her as our leader...if she give an instruction of command we obeyed by that command."

4.5 CONCLUSION

This chapter outlines the research methodology of the study. The chapter also contains a discussion of the findings of the interviews conducted at the stations involved with the station managers as well as their subordinates. A content analysis was used to analyse the data. It is clear from the interviews that female station managers are generally accepted at their stations and that they can manage stations effectively. There was also a clear indication that female station managers have a different approach to management than their male counterparts, which will be discussed and summarised in Chapter Five.

CHAPTER 5

SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

This chapter summarises the study, which explores the managerial role of women in the SAPS in the area of Johannesburg. The orientation to the study, the statutory and regulatory framework of the study, the research methodology and findings of the study will be summarised and conclusions will be made. The chapter will also include a brief discussion of the limitations to the study and recommendations will be made to promote the role of female officers in the SAPS.

5.2 SUMMARY

This research investigated the role of women in management in the SAPS. Only a few studies have been done on women in policing globally. This study also forms part of the very few studies that were conducted in South Africa on women in policing.

5.2.1 Orientation to the study

Women entered the environment of policing during the late nineteenth century and from relevant literature it emerges that this occupation struggled to develop to its full potential. The appointment of the first policewomen globally occurred in America and Britain. The first policewomen entered this occupation as matrons in prisons and station lockups and their appointments were on an experimental basis. Their duties were basically to prevent women prisoners from potential abuses they might be exposed to when they were plunged into the all-male world of prisons and police.

Only during 1972 did women enter the South African Police. Women in the SAPS were not optimally used and were utilised in administrative functions. They were excluded

from certain units in the South African Police, although they had undergone the same training as men. Some of their male colleagues did not accept them as police officers in this traditionally exclusive male occupation. Only in the late 1980s did a few women in the police get the chance to be appointed in the commissioned officer ranks. Only a few women were appointed as station commanders at that stage.

Stevens and Yach (1995) have done research on gender and policing from a community policing perspective, calling for a bigger involvement of women in policing in the SAPS, and they have also stipulated that it is important to eliminate all aspects of the police culture which may tend to undermine the advancement of women into the senior levels in the organisation. From this the central theoretical statement, as indicated in Chapter one, can be realised: Women as managers can be just as competent as their male counterparts in the SAPS. Women should receive equal opportunities to be appointed in senior ranks in the organisation and be allowed to serve in management positions to show their competency as managers.

5.2.2 Statutory and regulatory framework

Government policies as well as policies within the SAPS have been implemented to oversee that equality is implemented. The democratically elected government of South Africa committed itself to gender equality. Because women were mostly excluded or disadvantaged in respect of social and economic resources and decision making, the focus of gender equality was placed on eliminating past discriminatory policies, practices and procedures.

The Constitution of the Republic of South Africa Act 108 of 1996 is the most important guiding policy in South Africa and it laid strong foundations for the elimination of all discriminatory practices. The Bill of Rights is included in Chapter 2 of the Constitution of the Republic of South Africa. Section 9 (of the Bill of Rights in Chapter 2) of the Constitution of South Africa Act 108 of 1996 summarises all facets of equality. It means that everyone, irrespective of race, sex or disability, should receive equal opportunities in

all facets of society in South Africa. The *Employment Equity Act 55 of 1998* also has been implemented and its purpose is to achieve equity in the workforce by promoting equal opportunity and fair treatment in employment through elimination of unfair discrimination and to redress the disadvantages in employment of the past.

The SAPS is one of the key institutions in Government and is subject to stipulations by Government. The SAPS has implemented policies and programmes to ensure equality both in its internal treatment of members, and its relations with members of the public. This is important, because the Police Service is the protector of democratic values, and it must achieve excellent internal standards of fairness and equality.

This, therefore, implies that women in the SAPS should receive the same opportunities as their male colleagues with regard to the appointment in management positions where they will get a chance to show that they can perform at equal levels as their male counterparts.

5.2.3 An overview of women in policing

Respect for human rights forms the basis of any democratic society. In any society women play a critical role. The respect for the rights of women in society brings capability and builds capacity in any society. Most of the studies done on women have focused on their competency, attitudes toward women in policing, the stress women experienced and legal issues.

Only a few studies on women in policing have been conducted. In general, research on women's issues continues to have a low priority in most academic environments and in management.

Women police were employed in South Africa as a result of ideas taken from England during the First World War. In the early 1900s women were appointed as police officers in South Africa. As in other countries globally, it appears as if police officers in South Africa also took a long period to accept women in the policing environment and to treat

them equally. Because of a separate post structure for policewomen in the SAPS, they were prevented from applying for senior positions. Because of this, it took women in the SAPS relatively long periods to get promotion to senior ranks.

Although new programmes and policies were adopted by the SAPS to address matters of equality, it seems as if women are still in the minority with regards to senior management positions and top management positions in the organisation. New legislation adopted by Government and the new policies adopted by the SAPS will certainly open up more avenues for women.

5.2.4 The managerial role of women

Policewomen and policemen differ and, therefore, it was not the aim of this study to call for the superiority of any of the genders. The focus of this study was to engender a new consciousness in the SAPS and the society about the role of policewomen as competent managers in a male-dominated profession.

Interviews were held at different police stations where women are the station managers. From the interviews conducted with female station managers as well as their subordinates, it is evident that female managers in the SAPS are generally accepted at their stations by the members who work under them as well as the communities they serve. There is also a clear indication that female managers have a different approach to management than their male counterparts. Female managers are generally open and informal towards the personnel working with them. It appears as if they have a strong hands-on approach with regard to day-to-day activities at their respective stations. It further appears that female managers have a softer approach with regard to the overall management of the station. A very strong belief in sound communication and participative management is present in all the female managers interviewed.

Women as managers in the SAPS have a significant role to play, specifically because of the new policing style of community policing, which was introduced during 1994.

5.3 LIMITATIONS

Certain limitations were experienced during the study.

The researcher experienced difficulties with scheduled interviews, which were cancelled numerous times at the last minute. From information obtained during telephone conversations, the researcher is of the opinion that some of the female station managers deliberately cancelled or rescheduled these interviews for the following reasons:

- They did not want to be associated with a research project such as this, because they did not see any benefit for themselves in the outcome of the project.
- Because of the culture in the organisation they are scared of being victimised for criticising certain issues in the organisation with regard to the promotion of women or appointments in managerial posts.
- They are afraid that they will not be considered for possible future promotions and appointment in posts.

Difficulties were experienced by the researcher with the English language skills of black members who were interviewed. It was difficult to get them to talk more freely on certain subjects, because of their lack of sufficient English vocabulary. Some data obtained from the interviews could not be used because respondents could not express themselves clearly in English.

5.4 RECOMMENDATIONS

Women in general should be seen as valuable members of the SAPS. Although the men in the SAPS have accepted their female counterparts as their colleagues, it appears as if men are still seeing the women as the weaker gender. The organisation has adequate policies on paper, but in reality, because it seems that women are still being seen as the weaker gender, fair opportunities are not always readily made available to them on the same basis as for the men. This is an area for possible further research. Research should

also be done on why it is so difficult for the male-dominated culture in the organisation to include women as a significant part of the human resource domain of the organisation.

The capacity of women within the organisation with valuable and necessary skills that can be of benefit to the organisation should be researched and evaluated. Women with the necessary skills should be considered for appointments in positions where there is a serious need for improvement in the overall functioning of the organisation.

Transformation should be implemented with a more aggressive approach and more women should be given a chance to fill the senior positions in the organisation.

The Career Management Division in the SAPS should implement their mission more aggressively by securing the creation of a dynamic workforce through vibrant, progressive human-resource policies and practices.

Barriers to equal opportunities should be eliminated through a very strong change management style in the SAPS.

Ambiguity in the system that can be used to bypass the appointment of women in positions of authority should be identified and eliminated.

5.5 CONCLUSION

Although there is progression in the SAPS with regard to the implementation of sound equality policies, this still needs more commitment from the members who are involved in implementing these policies. The equality policies look good on paper, but there is a definite lack of commitment to the implementation of these policies. The value of women in the police should be seen in a more serious light and the contribution that women are making in the organisation should be used to its full potential.

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ANNEXURE 1

PROTOCOL FOR ANALYSIS OF DATA

- a) Get a sense of the whole. Read through all the transcriptions carefully and perhaps jot down some ideas as they come to mind.
- b) Pick one document (one interview), which could be the most interesting, the shortest or the one on top of the pile. Go through it, asking yourself, What is this all about? Do not think about the "substance" of the information, but rather its underlying meaning. Write thoughts in the margin.
- c) When you have completed the task for several informants, make a list of the topics that have emerged. Cluster together similar topics. Form these topics into columns that might be arrayed as major topics, unique topics, and leftovers (they have no specific category).
- d) Now take this list and go back to the data. Abbreviate the topics as codes and write the codes next to the appropriate segments of the text. Try out this preliminary organising scheme to see whether new categories and codes emerge.
- e) Find the most descriptive wording for your topics and turn them into categories. Look at reducing your total list of categories by grouping topics that relate to each other. Perhaps draw lines between your categories to show the interrelationships.
- f) Make a final decision on the abbreviation for each category and alphabetise these codes.
- g) Assemble the data material belonging to each category in one place and perform preliminary analysis.
- h) If necessary recode your existing data.

ANNEXURE 2

INTERVIEW SCHEDULE [MANAGERS]

THE MANAGERIAL ROLE OF WOMEN IN THE SOUTH AFRICAN POLICE SERVICE: THE CASE OF JOHANNESBURG SAPS

The purpose of this interview schedule is to conduct a standardised interview with female managers in the South African Police Service to determine how they experience their role as competent managers in Johannesburg SAPS.

SECTION A: BIOGRAPHICAL INFORMATION

1. Please indicate your age.

Under 25	25 to 29	30 to 44	45 to 54	55 or older
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2. Please indicate your race.

Black	Coloured	Indian	White
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3. Please indicate your gender.

Female	Male
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4. What is your marital status?

Married	Unmarried	Never married
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SECTION B: EMPLOYMENT PARTICULARS

1. Please indicate your rank.
2. How long have you been on this rank?

Less than 5 years	5 to 9 years	10 to 14 years	15 to 20 years
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3. Indicate the position you currently hold.
4. How long have you been in this position?

Less than 5 years	5 to 9 years	10 to 14 years	15 to 20 years
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SECTION C: RESPONSIBILITIES AND WORK EXPERIENCE

1. What are the day-to-day responsibilities of your current position?
2. What has your experience been as a manager in the SAPS?
3. How have your subordinates reacted to you as a female manager?
4. What problems have you experienced as a woman in a management position?
5. What has your experience been of equal opportunities in the SAPS with regard to promotions, application for advertised posts, training, etc.?

ANNEXURE 3

INTERVIEW SCHEDULE [SUBORDINATES]

THE MANAGERIAL ROLE OF WOMEN IN THE SOUTH AFRICAN POLICE SERVICE: THE CASE OF JOHANNESBURG SAPS

The purpose of this interview schedule is to conduct a standardised interview with members working under female managers in the South African Police Service to determine how they experience the competency of their managers in the South African Police Service in the Johannesburg area.

SECTION A: BIOGRAPHICAL INFORMATION

5. Please indicate your age.

Under 25	25 to 29	30 to 44	45 to 54	55 or older
-----------------	-----------------	-----------------	-----------------	--------------------

6. Please indicate your race.

Black	Coloured	Indian	White
--------------	-----------------	---------------	--------------

7. Please indicate your gender.

Female	Male
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8. What is your marital status?

Married	Unmarried	Never married
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SECTION B: EMPLOYMENT PARTICULARS OF SUBORDINATES

1. Please indicate your rank.
2. How long have you been on this rank?

Less than 5 years	5 to 9 years	10 to 14 years	15 to 19 years	20 years or more
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3. Indicate the position you currently hold.
4. How long have you been in this position?

Less than 5 years	5 to 9 years	10 to 14 years	15 to 20 years
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5. Indicate the gender of your present manager.

Female	Male
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**SECTION C: RESPONSIBILITIES AND WORK EXPERIENCE OF
SUBORDINATES**

1. Explain the day-to-day responsibilities of your current position.
2. What has your experience been of your station manager's performance of general managerial responsibilities?
3. What has your experience been of your colleagues' reactions to your manager?
