Views of SAPS social workers on essential development areas of police members' emotional intelligence
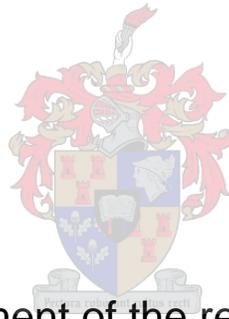
by

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DECLARATION

By submitting this thesis electronically, I declare that the entirety of the work contained in this document is my own original work. I am the sole author thereof (unless to the extent explicitly stated otherwise) and I have not previously in its entirety or in part submitted it for obtaining any qualification.

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ABSTRACT

Police members regularly deal with emotionally charged and stressful situations as they perform their duties. The emotionally intense police environment requires of them to use their emotional intelligence skills. They need to be able to understand and regulate their own emotions and deal with the emotions of community members affected by traumatic incidents. Different jobs may require varying levels of emotional intelligence, but in the police environment a high level of emotional intelligence is important in the execution of duties. Therefore, members require emotional intelligence skills to become more competent, professional and efficient in their work.

Emotional intelligence is a set of skills such as intrapersonal, interpersonal, stress management, adaptability and general mood that can be learned and improved on regardless of an individual's current level of functioning. The essential development areas of police members' emotional intelligence were unknown and were explored through the views of social workers. In this study, the nature of a police member's work, the role of the social worker in the South African Police Service (SAPS) and the need for the development of police members' emotional intelligence were described. A conceptual framework for the development of emotional intelligence within a law enforcement context was provided and recommendations by social workers for the development of police members' emotional intelligence were presented.

Qualitative research methods were used in this study. A combination of exploratory and descriptive research designs was utilsed as framework for the implementation of the research approach. Purposive sampling was used to select the participants. Face-to-face and telephonic interviews were conducted. Data were gathered by means of semi-structured individual interviews with 20 social workers. A pilot study was carried out to test the measurement instrument. The design of the interview schedule was based on the information obtained from the literature review.

The findings of the empirical investigation confirmed the findings of the literature study. It was found that emotional intelligence competence can improve service delivery and enhance career satisfaction. It can enhance police members' social competency in dealing with their professional and personal lives and improve intrapersonal relationships in the workplace. Emotional intelligence skills were found to be useful in

dealing more effectively with crowd control, domestic violence incidents, resistance to arrests, murder cases, assisting rape victims, child abuse cases and taking statements. It was confirmed by social workers through the use of examples that police members were able to use their emotional intelligence skills, but they need improvement and development in all areas of emotional intelligence that were previously mentioned.

The recommendations resulting from the study indicate that the social work department in the SAPS should embark on the development of an emotional intelligence intervention in order to enhance police members' emotional intelligence competencies, since there is no such intervention. Secondly, as pointed out by social workers, their department should take such a programme forward, given the fact that it is already offering pro-active programmes to police members. Lastly, it was suggested that research be done on the viability should such a programme be mandatory and linked to their performance enhancement appraisal and future promotion possibilities.

OPSOMMING

Polisielede het op gereelde basis te kampe met emosioneel belaaide en stresvolle situasies in die uitvoering van hul pligte. Die emosioneel belaaide polisie-omgewing vereis van polisielede om gebruik te maak van hul emosionele intelligensie. Hulle moet hul eie emosies kan verstaan, reguleer en die emosies van lede van die gemeenskap geraak deur traumatiese voorvalle hanteer. Verskillende beroepe verg verskillende vlakke van emosionele intelligensie. In die polisie-omgewing is 'n hoë vlak van emosionele intelligensie tydens dienslewering belangrik. Om hierdie rede het polisielede die vermoë en vaardighede nodig om meer bevoeg, professioneel en doeltreffender in hul werk te wees.

Emosionele intelligensie sluit vaardighede in soos intrapersoonlike, interpersoonlike, stres hantering, aanpasbaarheid en 'n gemoedstoestand wat aangeleer en ontwikkel kan word ongeag die individu se huidige vlak van funksionering. Die essensiële ontwikkelings areas van polisielede se emosionele intelligensie is onbekend en is ondersoek deur die menings en insigte van maatskaplike werkers te verkry. In hierdie studie word die aard van 'n polisielid se werk, die rol van die maatskaplike werker in die Suid-Afrikaanse Polisiediens (SAPD), en die behoefte vir die ontwikkeling van polisielede se emosionele intelligensie beskryf. 'n Konseptuele raamwerk vir die onwikkeling van emosionele intelligensie in 'n wetstoepassingskonteks word verskaf, sowel as aanbevelings aan maatskaplike werkers oor die ontwikkeling van polisielede se emosionele intelligensie.

'n Kwalitatiewe navorsingsbenaderings is in hierdie studie gevolg. 'n Kombinasie van verkennende en beskrywende navorsingsonderwerpe is gebruik as raamwerk vir die implementering van die navorsingsbenadering. 'n Doelgerigte steekproeftrekking is gebruik om die deelnemers te selekteer. Data is ingesamel deur middel van semi-gestruktureerde onderhoude, individueel en telefonies, met 20 maatskaplike werkers. 'n Loodsstudie is ook gedoen ten einde die onderhoudskedule te toets. Die samestelling van die onderhoudskedule is gegrond op inligting wat uit die literatuur oorsig verkry is.

Die bevindings van die ondersoek het grotendeels dié van die literatuuroorsig bevestig naamlik dat emosionele intelligensievaardighede tot beter dienslewering kan lei en goeie kliente diens en werksbevrediging kan verseker. Dit kan polisielede se sosiale

vaardighede verhoog om hul professionele en persoonlike lewe beter te kan hanteer, asook interpersoonlike verhoudings in die werksplek te kan verbeter.

Emosionele intelligensievaardighede kom ook nuttig te pas in die hantering van skarebeheer, gesinsgeweld, weerstand teen inhegtenisneming, moordsake, verkragtingslagoffers, kindermishandeling en die neem van polisieverklarings. Maatskaplike werkers het aan die hand van voorbeelde bevestig dat polisielede wel hul emosionele intelligensievaardighede gebruik. Hulle moet egter daarop verbeter en dit moet ontwikkel word op alle gebiede van emosionele intelligensie.

Die aanbevelings van die studie dui daarop dat die maatskaplike-werk-departement in die SAPD oorweeg om 'n emosionele intelligensie ontwikkels intervensie te begin, om polisielede se emosionele intelligensievaardighede te verbeter, gesien in die lig daarvan dat daar tans geen sodanige program is nie. Maatskaplike werkers het hul department geïdentifiseer as die gepaste een om sodanige program aan te bied, aangesien dit reeds betrokke is by die aanbieding van proaktiewe programme vir polisielede. Laastens word daar aanbeveel dat navorsing gedoen word oor die lewensvatbaarheid sou so 'n program verpligtend wees en gekoppel word aan polisielede se prestasie evaluering en toekomstige bevorderingmoontlikhede.

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Chapter 1: Introduction

1.1 Preliminary study and rationale

The socio-economic and political unrest of the past three decades in South Africa was characterised by high levels of crime and violence (Mostert & Rothmann, 2006:1). Therefore, the South African Police Service has to deal with one of the highest crime rates in the world (Pienaar & Rothmann, 2003:82).

Although occupational stress exist in all work environments (Chabalala, 2005:1), police work has been identified as one of the most stressful occupations in society according to Mostert and Rothmann (2006:1). Police members are often exposed to unpleasant conditions that are unfamiliar to the wider community (Chabalala, 2005:46). These include visits to violent crime scenes, serious motor vehicle accidents, shooting incidents, as well as confrontation with offenders (Watson, Jorgensen, Meiring & Hill, 2012:183-184).

O'Neil and Cushing (in Turner, 2014), state that few occupations require the same level of undiminished alertness, self-control and calm. Members should have good memories and exceptional stamina. Police work is among those very few occupations in which members may face physical danger at any time and are asked to risk their lives (Suresh, Anantharaman, Angusamy & Ganesan, 2013:106). Owning to the elevated levels of job-related stress, higher rates of illness and mortality have been observed in the police force compared to other work environments (Suresh *et al.*, 2013:102).

Police work requires that police members need more than just task competencies or technical knowledge to do their work (Turner, 2014). The daily reality of a police member's work is to absorb the frustrations of the community concerning escalating crime and the emotional experiences of the victims of crime (Watson *et al.*, 2012:184). The emotionally intense police environment requires of police members to be able to understand their own emotions. They need to be able to control their own emotions and to deal with the emotions of the community affected by traumatic incidents (Watson *et al.*, 2012:184).

Dette (2008:3) comes to the conclusion that one factor which may assist police members with these skills is emotional intelligence. Bar-On in Matthews, Robert

and Zeidner (2004:180) defines emotional intelligence (EI) as "an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with emotional demands and pressures". The core of emotional intelligence, according to Darabi (2012:2991), is to understand what others are feeling, to be able to understand our own feelings and how to manage relationships with other people. Police members possessing a blend of competencies, skills and traits are much more likely to be successful in their work (Turner, 2014). Therefore, emotional intelligence skills can assist police members in dealing with their demanding work environment.

A member's emotional intelligence, whether it is the lack of emotional awareness or the inability to control emotions, will emerge in an emotionally charged and stressful situation (Saville, 2014). It is not possible to escape one's emotions, when repressed, it causes more problems. Saville (2014) explains that most police training and education have downplayed the role of emotions. Members should cope with emotional incidents and put it behind them. In addition, police members are socialised against the display of emotion and a high value is placed on "detached rationality" (Drodge & Murphy, 2002:425). In the SAPS there is a saying of "cowboys don't cry" which encourages members to develop a "thick" skin and become emotionally numb. To this end, Saville (2014) states that emotional intelligence competencies affect the police profession deeply and it is at the core of policing. Emotional intelligence is not about becoming emotionally detached but emotionally mature and confident. In conclusion, Cleveland and Saville (2007:21) state that emotional intelligence theory suggests that police members are not in a better position being emotionally detached. "We now know that members are better served receiving instruction in practices that will help them to become emotionally prepared for, rather than detached from, the challenges of policing" (Cleveland & Saville: 2007:21).

Darabi (2012:2992) is of the opinion that most people have an average EI score, since EI is not something that has been taught since childhood. Goleman (2001) proposes that emotional intelligence competencies are job skills that can be learned, which will result in better work performance (Gardner & Stough, 2002:67-70; Zeidner, Matthews & Roberts, 2004:378). This shows the relevance of studies

that research the essential development areas of police members' emotional intelligence. According to Cleveland and Saville (2007:22), a study by Fabio Sala (2005) shows workshop interventions could improve EI competencies. Emotional intelligence also brings success in stress management. A study done by Chapman and Clarke (2002) reveals that front-line operational members who understand and manage their emotions, reported lower levels of stress and were at less risk of suffering from stress in the future (Cleveland & Saville, 2007:23). These skills were evident regardless of the age, rank, gender or service length of the members involved.

Social workers in the SAPS are highly trained and experienced professionals. Their role is to deal with the social and emotional problems of the police members as well as their families. Stutterheim and Weyers (2004:1) noted that social work services were at a crossroads in 1996, in the newly constituted SAPS. At the very same time, the SAPS was facing an increase in the incidents of social problems amongst its 120 000 members. These problems could no longer be attended to cost-effectively and efficiently with the number of existing social workers (Kleingeld, 2004:1). According to Stutterheim and Weyers (2004:1), a decision was made to design an alternative service-delivery paradigm, as oppose to the current individual-centered, and reactive therapeutic intervention which were the SAPS norms in 1996. This new policy emphasised the empowerment of personnel in the interest of effective service delivery within a transforming organisation (Stutterheim & Weyers, 2004:1).

To broaden the scope of social work services in the SAPS, personnel capacity building programmes were developed in 1999 (Huisamen, 2003). These programmes focused on stress management, overcoming substance dependence, general life skills, colleague sensitivity, becoming moneywise and HIV/AIDS awareness (Stutterheim & Weyers, 2004:4). According to Huisamen (2003), research proved without doubt that the programmes are effective capacity-building tools, but further steps needed to be taken to improve these programmes. However, Watson *et al.* (2012:184) is of the opinion that SAPS pro-active interventions do not address the police members' emotional competence effectively. This is a reason for concern because coping with emotional experiences is a crucial aspect of a police

member's work. It determines how well they function at work (Watson *et al*., 2012:184).

Social workers can be regarded as experts working with police members' social and emotional problems. Valuable information can be gained from their work experiences as social workers should be able to identify certain essential development areas of police members' emotional intelligence which are important in law enforcement.

Emotional intelligence skills that are useful in law enforcement, as summarised by Stein and Book (2003) as well as Turner (2014) are short-term, tactical and dynamic skills that can be demonstrated as the situation requires.

These skills include:

- Intrapersonal skills, which suggest emotional self-awareness and the ability of police members to recognise how they feel and why. An inability to do so can result in behaving in demeaning, angry and belittling ways that offend people. Without self-awareness, members will also fail to notice if they are feeling stressed.
- Interpersonal skills, which refer to the ability to interact and to get along with others. They include empathy, social responsibility and interpersonal relationships.
- Stress management concerns the police members' ability to withstand adverse events and stressful situations, and be able to control their emotions. Success in this area means that the members are usually calm, rarely impulsive and cope well under pressure.
- Adaptability involves the ability to be flexible and realistic and to solve a range of problems as they arise on a daily basis.
- General Mood is the ability to maintain a realistically positive attitude, particularly when faced with adversity.

However, despite the emphasis on the need for members to have emotional intelligent skills, no new social work pro-active programmes have been developed

in the SAPS since 1999 (Valensky, 2014). Studies on the EI essential development areas for police members have never been undertaken in the SAPS.

Based on the above, the following **research question** can thus be formulated: what are the essential EI development areas of police members?

Research based on the views of social workers, who are rendering social work services to police members can contribute to promote intervention programmes for police members in order to enhance their emotional competencies.

1.2   *Problem statement and focus*

According to Turner (2014:8), police members are a unique group of people who experience a wide range of emotions, because of the unusual challenges they face in their work environment. The challenges they are dealing with are due to the nature, visibility and importance of their work. Turner (2014) notes that all police members, regardless of how they function in the workplace, have some level of emotional intelligence. Some members are just more skilled in their competencies than others. Turner (2014) explains that because the demands on and expectations of the police profession, emotional intelligence competencies are important to police members.

Ogin'ska-Bulik (2005:168) reports that a study done by Bar-On *et al.* (2000) indicated that police members who scored significantly higher on emotional intelligence were less vulnerable to experience stress and coped better with it. Similarly, Gardner and Stough (2002) revealed a negative relationship between EI and occupational stress as cited in Ogin'ska-Bulik (2005:168). The said author also referred to similar studies done by Duran and Extremera, (2004) and Reilly, (1994) who identified negative correlation between EI and burnout syndrome. According to Ogin'ska-Bulik (2005:168), "The data clearly indicate that EI expressed in the ability to recognise, express, and control emotions may have impact on the perceived job stress and consequences of experienced stress". Although the preceding literature supports the value of emotional intelligence as a learned skill that can benefit the police member, there is currently no social work intervention regarding emotional intelligence in the SAPS. Exploring the views of

social workers in the SAPS on the essential development areas of police members' emotional intelligence, could facilitate future social worker interventions regarding emotional intelligence. This intervention can help to equip police members to deal with their emotions, manage their work and personal lives better as well as dealing more effectively with stress. This may enhance the effectiveness of the police service in terms of protecting and serving the public.

1.3 *Aim of research*

The goal of the research is to gain an understanding of the views of social workers in the SAPS on the essential development areas of police members' emotional intelligence.

The following objectives have been formulated to achieve this aim:

- To describe the nature of a police members' work, the role of the social worker in the SAPS, and the need for the development of police members' emotional intelligence by social workers;
- To provide a conceptual framework for the development of emotional intelligence within a law enforcement context;
- To investigate the views of social workers on the essential development areas of police members' emotional intelligence;
- To present recommendations for the development of police members' emotional intelligence by social workers in the SAPS.

1.4 *Clarification of key concepts*

For the purpose of this study, the following concepts are clarified:

1.4.1 South African Police Service (SAPS)

SAPS is a law enforcement agent or state development with responsibility of maintaining law and order in South Africa (Chabalala, 2005:22). According to the Police Service Act, Section 205 (3), the South African Police Service prevents, combat and investigate crime, to maintain public order, to protect and secure the

inhabitants of the Republic and their property and to uphold and enforce the law (Van der Merwe, 2012).

1.4.2 Police member

A police member is an official appointed under Section 33 (1) (South African Police Service Act No. 68 of 1995). A police member can be considered as a front-line employee who performs and is exposed to hands-on police work (Dette, 2008:5).

1.4.3 Social work

The following definition was approved by the IFSW General Meeting and the IASSW General Assembly in July 2014:

"Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing.

The above definition may be amplified at national and/or regional levels" (IFSW-IASSW, 2014).

1.4.4 Emotional intelligence (EI)

Emotional intelligence is "…the capacity for organising our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationship**"** (Goleman, 1998:317). Bar-On (1997) in Matthews, Roberts and Zeidner (2004:180) defines emotional intelligence as "an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with emotional demands and pressures". Emotional intelligence is thus "the ability to use your understanding of emotions, in yourself and others, to deal effectively with people and problems in a way which reduces anger and hostility, develops collaborative effort, enhances life-balance and produces creative energy" (Bagshaw, 2005:17).

1.5   Research methodology

1.5.1 Research approach

There are two types of approaches in social research, namely qualitative and quantitative research (Denzin & Lincoln, 2000:1018). For the purpose of this study, the researcher used a qualitative approach. According to Delport and Fouché (in De Vos, Strydom, Fouché and Delport, 2011:433), the qualitative researcher is concerned with "describing and understanding rather than explaining and predicting human behavior; naturalistic observation rather than controlled measurement; and the subjective exploration reality from the perspective of an insider, as appose to the outsider perspective (Also see Babbie & Mouton, 2001:53).

The qualitative approach was deemed appropriate since the intention of the researcher was to gain an understanding of the essential development areas of police members' emotional intelligence as viewed by social workers in the SAPS. The researcher needed to obtain the participant account of their experience and perceptions in their own words. Therefore, a qualitative approach was better suited for this study than a quantitative approach which is concerned with data that is absolutely numerical "based on testing a theory composed of variable, measured with numbers and analysed with statistical procedures" (Delport & Fouché, 2011:433).

1.5.2 Research design

An exploratory and descriptive research design was to be selected for this study, since it blends well in practice (Fouché & De Vos, 2011:96). According to Fouché and De Vos (2011:96), the goal of this kind of research design is best met when qualitative data is used. The intention of this study was to explore the views of social workers regarding the essential development areas of police members' emotional intelligence. Therefore, attempted to answer a "what" question. An exploratory research can help the researcher to gain insight into a situation, phenomenon, community or individual. Furthermore, it allowed the researcher to get acquainted with a situation so she can formulate a problem. "Descriptive research present a picture of the specific details of a situation, social setting or relationship and focus on 'how' and 'why' question" (Fouché & De Vos, 2011:96).

The use of this design allowed for the development of new knowledge, and detailed descriptions to strengthen the research.

1.5.3 Research method

1.5.3.1 *Literature study*

A comprehensive literature review was done prior to the empirical study. The literature review demonstrated that the researcher is knowledgeable about the topic and understood the issues related to the topic. Fouché and Delport (2011:134) state that a literature review is aimed at contributing to a better understanding of the nature and meaning of the problem being investigated. It ensures unnecessary duplication of what has already been done and reduces the chance of choosing an irrelevant topic. Furthermore, it serves as a justification as to why the study is needed and relevant. According to Fouché and Delport (2011:109), it provides a framework of how the study fits into existing literature and can be reviewed against the backdrop of previous research. Both local and international literature were utilised in this study.

1.5.3.2 *Population and sampling*

A sample is a smaller section of a population or universe. A universe refers to "all potential subjects who possess the attributes in which the researcher is interested", whereas the population sets boundaries on the unit to be studied (Strydom, 2011:223).

The population of this study is defined as all the social workers in the SAPS which include occupational and forensic social workers. Social work in the SAPS is regarded as a unique profession with specific legislative mandates and statutory functions. Social workers in the SAPS are highly trained and experienced professionals. The social work profession relies on scientific research to intervene in the lives of people to restore, maintain and enhance the functioning of individuals, groups, organisations and communities. Enabling them to alleviate distress, accomplish tasks and to use resources effectively (Forensic Social Work Procedure Manual, 2010). Social workers should be able to identify the essential development areas of police members' emotional intelligence because of their interaction, observation and assistance of police members in line with their duties. Valuable information can be drawn

from their work experience. Therefore, the researcher focused on the views of social workers to gain an understanding of police members' emotional intelligence development areas.

Nationally, there are approximately two hundred social workers in the SAPS. The researcher used a sample of 20 participants. In this study, purposive sampling was used. Purposive sampling is based entirely on the judgment of the researcher and therefore bias should not be excluded. This type of sampling composed of elements that contain the most characteristics, representative of a population that will best serve the purpose of the study (Strydom, 2011:232). The sample met the following criteria for conclusion:

- A social worker registered with the South African Council for Social Service Professions.
- Practicing social work in the police environment as an occupational social worker and/or forensic social worker for at least two years.
- Assisting or counseling police members and/or conducting social work pro-active interventions.

1.5.3.3 *Method/Instrument of data collection*

The researcher made use of a semi-structured schedule during face-to-face and telephonic interviews. According to Greeff (2011:351), researchers make use of semi-structured interviews in order to gain an in-depth picture of participants' beliefs, or perceptions or accounts regarding a particular topic. Interviews were conducted with 20 social workers in the SAPS. Before conducting the interviews, the researcher sensitised the participants on the topic of emotional intelligence. This ensured that all participants had a better understanding of the topic. The researcher used a set of predetermined questions as a guide on an interview schedule. The questions were mostly open ended. This allowed the participants to give a fuller picture of the topic as the interview continued. They could even introduce an issue the researcher has not thought of prior to the interview (Greeff, 2011:352). The interview schedule was used as a guide rather than to be dictated by it. Personal face-to-face interviews were recorded using a voice recorder. With the telephonic interviews, the researcher asked the questions telephonically through a

person-to-person interview and recorded the answers. Telephonic interviews enabled the interviewer to gather data quickly. Though expensive, the telephonic interview still cost less than field interviews. This method was convenient as the researcher could gather data from widely dispersed populations (Delport & Roestenburg, 2011:187). However, permission was first obtained from the participants after explaining to them the reason for usage. Should participants indicate that they are uncomfortable with this, the researcher will take notes. Field notes and recorded conversations were transcribed soon after the interviews have concluded, while the information was still fresh in the mind of the researcher (See Annexure A).

1.5.3.4 *Method of data analysis*

According to Schurink, Fouché and De Vos (2011:399), qualitative data analysis is firstly a process of inductively thinking, reasoning and theorising. Babbie (2007:378), states that qualitative analysis is the "non-numerical examination and interpretation of observations, for the purpose of discovering underlining meanings and patterns of relationships". Schurink *et al*. (2011:397) note that the purpose of qualitative analysis is to transform data into findings. This process involves reducing large volumes of raw data, sifting significance from trivia and identifying significant patterns. Thereafter, a framework for communicating the essence of the key findings was constructed (Schurink *et al*., 2011:397).

The following data analysis method as summarised in Schurink *et al*. (2011:403-404), was used by the researcher:

- Preparing and organising the data

- Planning for recording of data

- Data collection and preliminary analysis

- Managing the data

- Reading and writing memos

- Generating categories and coding the data

- Test the emergent understanding and search for alternative explanations

- Interpret and develop typologies
- Visualising, representing and displaying the data
- Presenting the data in a scientific manner

1.5.4 Ethical considerations

Strydom (2011:129), defines ethics as "a set of widely accepted moral principles that offers rules for, and behavioral expectations of, the most correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants and students." Respondents should give their informed consent and not be deceived by researchers in any way (Strydom, 2011:129).

1.5.4.1 Ethical clearance and issues

Research proposals are reviewed according to strict guidelines and procedures by institutional ethics committees (IEC's) before researchers are allowed to conduct their research (Strydom, 2011:126-127). Ethical clearance will be granted or denied before the researcher can continue (Strydom, 2011:127).

The research proposal was submitted to the Departmental Ethics Screening Committee (DESC) of the Department of Social Work, Stellenbosch University for approval. Thereafter, the study was conducted under the guidance and supervision of the Social Work Department at the University of Stellenbosch. Approval for the research was also submitted to the SAPS. The research can be classified as low risk.

The following ethical issues were relevant and considered in conducting this study:

- *Avoidance of harm*

The researcher had an ethical obligation to protect participants. According to Babbie (2007:27), the fundamental ethical rule of social research is that the participants should not be harmed in any way, whether physically or emotionally. An official will be appointed to perform debriefing for participants, should this be necessary. However, although the research focuses on emotional intelligence, social workers as service providers are registered at the South African Council for Social Service Professions (SACSSP) with an ascribed ethical code. The

participants of the study are thus not service users. Interviews were of a factual nature, based on the participants' views, and not on their emotions as such.

- *Voluntary participation*

Voluntary participation was adhered to and no one was forced to participate in the research project. For the purpose of this study, the participants were informed of the topic that the researcher attempted to investigate. Participants were free to either partake or withdraw from the study (Strydom, 2011:116).

- *Informed consent*

Participation in a research project should always be voluntary and nobody should be coerced into participating. Voluntary participation by participants is called informed consent (Strydom, 2011:117). Furthermore, Strydom (2011:117), clarifies that the overall information of the research should be given to the participants so that an informed consent is ensured. Each participant signed an informed consent form, after thorough explanation by the researcher regarding the nature of the research. Participants received a copy of the signed consent forms and the researcher kept and stored a copy in a secure place (See Annexure B)

- *Confidentiality*

According to Strydom (2011:119), "confidentiality can be viewed as continuation of privacy, which refers to agreements between persons that limit other's access to private information." Confidentiality implies that only the researcher should be aware of the identity of the participants and handle information in a confidential manner (Strydom, 2011:119). During qualitative studies, the participants were known to the researcher when personal interviews were conducted to gather empirical data. All data collected was kept secure in a locked cabinet.

1.6   Time schedule

The study was conducted from 8 February 2014 to 1 September 2016. The first draft of the proposal was concluded by 1 May 2014. The literature study chapters were completed thereafter and finalised by the end of August 2015. The data for the research was then gathered by means of an interview schedule and semi-structured interviews. This was completed during December 2015. The data

gathered was then presented by means of an empirical study, which was completed by June 2016, after which the conclusions and recommendations were submitted. The final, edited version of the research report was submitted by 1 September 2016.

Chapter 2: Overview of nature of police members' work in SAPS, role of the social worker and need for development of police members' emotional intelligence

2.1   Introduction

Policing is a service-orientated profession, with the main objective of sustaining law and order in an ever-changing and diverse environment (Dar, Alam & Lone, 2011:47). Police members regularly deal with stressful and emotionally charged situations as they perform their duties. Therefore, appropriate emotional responses, particularly during highly stressful situations, may reap tremendous rewards, of saving lives and enhancing the image of the police service (Burnette, 2006:100).

According to Dar *et al.* (2011:48), the success of a police agency depends to a large extent on police members' personality, characteristics and well-being. They identify certain trait emotional intelligence skills such as above-average communication skills, the ability to resolve conflicts successfully and to react appropriately in challenging situations as desirable characteristics for police members to have. They found a high positive correlation between emotional intelligence and psychological well-being.

Police members do not work in isolation and therefore require social support systems within the police framework, as well as in a social context to reduce the effects of stress (Louw & Viviers, 2010). The SAPS acknowledge social workers' contribution to improve the mental and social functioning and work performance of employees (Police Social Work Services, National Work Protocol, 2002). To this end, the role of the social worker will be discussed in this chapter. The nature of a police member's work and the need for the development of police members' emotional intelligence will also be explored. Furthermore, a reflection will be given on the socio-economic and political challenges of the SAPS of the past 30 years as well as their mandate.

2.2   *Police profession within context of SAPS and its mandate*

The word police comes from a Latin word "politia" which literally stands for the condition of a "polis" or state. In the past it meant a system of governance or administration, but

now it refers to an organised body of civil members, engaging in the preservation of law and order, detecting crime and enforcing laws (Dar *et al*., 2011:47).

The mandate of the SAPS is derived from Section 205 of the Constitution of the Republic of South Africa, 1996 (Act 108 of 1996). The following objectives are stipulated in the SAPS Strategic Plan of 2010/2014 (South African Police Service, 2010-2014:3):

- To prevent, combat and investigate crime.

- To maintain public order.

- To protect and secure the inhabitants of the Republic and their property.

- To uphold and enforce the law.

To establish a position of professionalism, authority and respect in the policing of this county, the following vision, mission, values and code of ethics need to be adhere to by all police members.

Vision:

- The vision of the SAPS is to create a safe and secure environment for all people in South Africa.

Mission:

The mission of the SAPS is:

- To prevent and combat anything that may threaten the safety and security of any community;

- To investigate all crimes that threaten the safety and security of any community;

- To ensure offenders are brought to justice; and

- To participate in efforts to address the root causes of crime.

The values of the SAPS are as follows:

- To protect everyone's rights and to be impartial, open and accountable to the community;

- To use the powers given to the SAPS in a responsible way;

- To provide a responsible, effective and high-quality service with honesty and integrity;

- To evaluate services continuously and make every effort to improve on it;

- To ensure the effective, efficient and economic use of resources;

- To develop the skills of all members through equal opportunity; and

- To cooperate with all communities, all spheres of Government and other relative role-players.

The Code of Ethics of the SAPS thus stipulates the way in which every member of this organisation should behave, irrespective of whether they are on duty or not. This Code has the specific purpose of providing a standard of police behaviour that does not allow any leniency for poor service delivery or corrupt activities by the members of this organisation and must therefore be applied by all members in their daily tasks. The Code of Ethics specifically refers to the following: integrity, respect for diversity, obedience to the law, service excellence and public approval. Every member of the police force is required to sign the Code of Conduct as a declaration of commitment (Rauch, 1993).

According to the former Minister of Police Mr. E.N Mthethwa, the environment in which the police department has to execute its mandate is a challenging one. High expectations are required from police members to deliver safety in the face of ongoing contact and property crimes. The SAPS' vision of a safe and secure South Africa must be realised if we are going to succeed in creating a better life for all our people (South African Police Service, Strategic Plan, 2010-2014).

Suggestions on achieving a crime-free South Africa according to the National Development Plan (2030) (South Africa Office of the Presidency, 2011:350), is as follows:

- Make the police service professional – A professional police service is essential for a strong criminal justice system; and linking the police code of conduct and a code of professional police practice to promotion and disciplinary regulations. Recruitment should attract competent, skilled professionals.

- De-militarise the police – The Commission believes that the police should be de-militarised and that the culture of the police should be reviewed to instill the best possible discipline and ethos associated with a professional police service.

Hence, the police require capacity and skills to become more competent, professional and efficient. Civil society should then see them as a resource that protects them and responds to people's needs, based on the laws of the country.

2.2.1 Political challenges of past 30 years and its impact on present functioning of SAPS

Policing in South Africa is challenging, when keeping in mind the socio-economic and political turmoil of the past three decades under Apartheid rule and the political changes since its dissolution (Pienaar, Rothmann & Van der Vijver, 2006:3). The abolishment of Apartheid in 1994 resulted in a major transformation in the police, as well as most other state departments. These changes involved the implementation of the employment equity policy as well as organisational restructuring (Pienaar *et al.*, 2006:3).

Change in the police service cannot be disputed, while acknowledged as necessary by most police members it remains a difficult task. Change leads to insecurity and brings about much pain and anxiety (Marks, 1995). Police members, for example, have to deal with new management on national and provincial level, as well as commissioner and station commander's levels. The obligation of the police service to implement affirmative action at all levels, has proved stressful to black, as well as white police members irrespective of their ranks (Marks, 1995). White police members feel excluded from promotion as a result of affirmative action, while black members still complain of discriminatory treatment. These feelings of resentment and frustration are real and cannot be wished away (Marks, 1995).

Since the transition of South Africa to a democratic society, South Africa has gained a reputation as a dangerous country because it was identified as one of the countries with the highest crime rates in the world (Pienaar *et al.*, 2006:3). South Africa faces constant diverse challenges in its internal and external operational environment (Ramchuder & Martins, 2014:1). To this end, Mostert and Rothmann (2006) aver that police members are subjected to a highly stressful work environment because of the effects of Apartheid as well as a high crime rate. Although the SAPS has undergone tremendous

transformation since 1994, many citizens still hold negative attitudes towards the police because of their role during Apartheid (Rothmann, 2006:211-212). The SAPS is thus conflict-prone because of their organisational transformation, as well as the inherent nature of the work of police members in a high-crime environment (Mostert & Rothmann, 2006:10).

2.2.2 Nature of police member's work

No one is compelled to choose the profession of a police member, but having chosen it, everyone is obliged to live up to the standard of its requirements. According to a speech made by the Deputy Minister of Police, Mrs. Sotyu, at the Annual National Excellence Awards, where she quoted the words of a wise man (South African Police Service: Department of Police, 2014), choosing to become a police member entails so much more than a mere career decision. To be a police member, becomes an important feature of a person's identity, and the job almost becomes part of who they are. It is not uncommon that police members define themselves through their job and the policing organisation. This resulted in "…being a police member in a sense means an enmeshment of identity, psyche and employment" (Young, 2004:126).

Researches describe police work as one of society's most stressful occupations (Louw & Viviers, 2010). Marks (1995) also postulates that to be a police member in South Africa in the past and currently, is probably the most stressful area of work in our country. According to Louw and Viviers (2010), stress is a social reality especially in work-related environments, however police members in particular suffer from highly negative stress related outcomes. Within this context, Kroes (1985) in Young (2004:60) identifies job stress as the biggest problem facing police members today and defined it as occupational pressures or burdens which adversely affect workers. McGrath (1992) defines police stress as a perceived imbalance between what is required of police members and what they are capable of giving, under conditions where failure may have dire consequences (Young, 2004:60). In addition, Louw and Viviers (2010) describe police stress as an individual response to daily frustration and demands in the police environment. They view police stress as different from other occupations and distinguish between organisational stress and operational stress.

The literature on police stress makes a clear distinction between inherent stress that is caused by the nature of police work itself and organisational stress caused by the

bureaucratic nature of the police (Guile, Tredoux & Foster, 1998). The said authors agree that organisational stress affects police members in the SAPS more strongly than inherent stress. From their findings, it is evident that members of the SAPS are under more stress than their USA counterparts and that organisational stressors are more of a problem in SA than in the USA. They conclude that local conditions make police work more stressful than police work abroad. Pienaar *et al.* (2006:4) also identified two broad categories of occupational stressors in policing. The first category involves organisational aspects of police work, such as frequent organisational change, lack of confidence in management, staff shortages, inadequate resources, work overload and lack of internal communication. The second category of police stress refers to the nature of police work, such as shift work, facing the unknown, physical threat, force and exposure to danger. In the same way, Kohan and Mazmanian (2003) found that wellness in police members were more strongly associated with organisational experiences than operational ones (Pienaar *et al.*, 2006:4).

In most other countries, police are recognised for their important work and are paid a decent salary but in South Africa this is not the case. Less status is given to police officials than other professionals in the civil service such as teachers and nurses (Marks, 1995). The police are generally at the receiving end of all the problems in the community and put their lives at risk when they leave home every day (Marks, 1995). Young (2004:58) concludes that law enforcement is an emotionally and physically dangerous job.

According to Kopel (1996), in Young (2004:58), police members are exposed to sadism, brutality, hostility and carnage either as a witness, participant or victim, much like their military counterparts. Williams (1987) suggests that the police member is expected to be ready for combat at all time, while they need to remain normal and adapt socially when they are away from the job. Exposure to traumatic incidents and interactions with violent individuals are specific occupational stressors in the police and under such unfavourable conditions, they may be called out to respond to critical situations. These critical situations will require police members to use appropriate strategies and force to protect their own lives as well as the lives of others (Garbarino, Magnavita, Chiorri, Brisinda, Cuomo, Venuti & Fenici, 2012). They must be able to complete their tasks despite provocation and the ever-present threat of physical and psychological injury (Young,

2004:58). In order to complete their tasks the skills members need to exhibit, are for example assertiveness, dominance and at the very same time, the ability to show restraint and empathy (Young, 2004:25). These are essentially emotional intelligence skills (Goleman, 1995).

Police members are expected to maintain law and order in very difficult situations. They are also more in touch with painful issues that happen in the community, such as child abuse, rape, wife battery, assault and murder (Marks, 1995). To be a witness to these horrific scenes is incredibly stressful and could lead to disillusionment and feelings of depression. Thom (1995), in Young (2004:7) states that extra demands are made on the professional and emotional resources of the police as the fight against crime intensifies.

The very nature of police members' work is thus undoubtedly stressful and the reality is that this stress needs to be managed. Young (2004:185) is of the opinion that there is a lack of supportive structure within the SAPS, which results in free floating rather than contained anxiety. Studies done by Guile *et al.* (1998), shows that police members experience that there is not a supportive and caring climate in the SAPS. Members further expressed opinions that collegial support is inadequate, as well as support from the public and society at large.

From the exposition above, it is clear that the way in which the SAPS operates creating stress in addition to the inherent pressure which already exist, because of the nature of the work and the lack of support in general make it even worse. Marks (1995) add that despite the extremely difficult work that police members do, they receive little or no acknowledgement for their work. Furthermore, they are given little respect or positive feedback from the community which they serve. Moreover, Marks (1995) is of the opinion that this lack of positive reinforcement make police members despondent. It also contributes to the lack of willingness to deal with issues of the community which they do not deem serious. SAPS members often feel unappreciated, undervalued and often experience their work as meaningless and insignificant (Young, 2004:185).

A productive and healthy police service is regarded as important for any country to have, to contribute to its stability and economic growth (Mostert & Rothmann, 2006:1). The stressors of police work have very serious implications, and this can include impaired functioning of individuals and a deterioration of their work performance. Resulting most often in a deteriorating response to the needs of the community, they are

expected to serve (Suresh *et al.*, 2013:103). When police members have too much occupational stress, they suffer from increased chronic stress, depression, heart disease, and suicide attempts (Suresh *et al.*, 2013:102). Maladaptive coping strategies found among police members also include anger, withdrawal, alcohol and drug abuse (Wiese *et al.*, 2003:72). Young (2004:98) agrees that there are significant increased rates of illness, post-traumatic stress, burnout, alcohol and drug abuse and suicide in the SAPS. Furthermore, according to the said author, decreased levels of job satisfaction and job performance are found in research on police members in comparison with experiences by the general population.

Stressors associated with the working environment as outlined above, may spill over into the police members' personal lives and can lead to difficulties in their personal relationships (Govender, 2008:1). Police members often feel they cannot speak to family and friends about their experiences, which can result in feelings of isolation (Marks, 1995). Spouses and family members are often at the receiving end of the stress and tension of police work. In return, police members often feel misunderstood by their spouses and family and the consequences of this is a high rate of divorce (Marks, 1995). According to Pienaar *et al.* (2006:3), the combination of these stressors creates a volatile situation regarding the mental health of police members. These authors are of the opinion that SAPS is prone to conflict because of organisational transformation, and the inherent nature of the work of police members, functioning in a high-crime environment.

Despite numerous stressors, many police members lack alternative employment opportunities and are forced to remain in the SAPS for an extended period of time, especially members with low ranks and poor qualifications. Pienaar and Rothmann (2003) found that police members with lower ranks and qualifications were more inclined to suicide ideation than those with higher ranks and qualifications. They are the ones burdened with the operational levels of policing where they are exposed to crime and violence (Pienaar *et al.*, 2006:15).

However, according to Garbarino *et al.* (2012), it is well known in stress research that social support and coping, buffer the negative effects of stress on psychological well-being. Hence, police members seeking social support buffer the relationship between work events and distress. Louw and Viviers (2010) suggest that embracing support

systems within a police context would create a healthier police corps. Their study calls on police management to be aware of the negative health consequences of prolonged stressors in the police. Suresh *et al.* (2013:106) adds that changes need to be made within the police departments to alleviate stress and its effects. Secondly, improved training is necessary to deal with stress by increasing self-efficiency and coping skills. Thirdly, Departmental-health programmes need to be implemented to treat stress-related problems. Govender (2008:84) also mentions that programmes which facilitate "healthier" coping strategies should be employed in the SAPS. He further mentions that these programmes should be attractive within the SAPS social culture.

Marks (1995) conclude that talking about problems and experiences can be a huge release for police members. Therefore, he suggests that social workers, as professionals are there to listen to the problems presented to them by police members and to assist with ways of dealing with stress and trauma. Marks (1995) also mention that because there are only a few social workers in the SAPS, they are often over-loaded with work.

2.3   *Role of social worker in SAPS*

To gain an understanding of the views of social workers in the SAPS on the essential development areas of police members' emotional intelligence, forms the basis of this research. Therefore, to examine the role of the social worker in the SAPS becomes an important aspect to reach the goal of this study. A discussion of the strengths-based intervention to enhance service delivery, a focus on occupational social work in the SAPS, and an exposition of social work methods and the role of the social worker will follow.

2.3.1 Strength-based intervention: New approach of social work service in SAPS

Until 1996 the Police Social Work Services used a therapy-centered approach, which had become the norm in the SAPS. This approach had to be changed and was driven by a new policy that emphasised the empowerment of personnel to render a pro-active, client-centered service in the interest of effective service delivery (Biehl, 2004:39; Kleingeld, 2004:1; Stutterheim & Weyers, 2004:1). An alternative mode had to be found for the individual therapy-centered approach. Although the change was motivated by

organisational factors, social workers also realised that the growing incidence of work-related and personal problems of police members, could no longer be dealt with only by a therapy-centered approach (Stutterheim & Weyers, 2004:3). Various personnel capacity building programmes were developed by 1999 to broaden the scope of social work services (Huisamen, 2004; Kleingeld, 2004:1).

Research showed a need for both reactive (therapeutic) and pro-active (capacity building) social work interventions in the SAPS (Kleingeld, 2004:1). What also became clear, was that the development of pro-active and empowerment-centered service should receive a high priority. A paradigm shift was therefore made to a strengths-based approach (Stutterheim &Weyers, 2004:4). Today the operationalised version of social work's strengths-based approach becomes the basis of occupational social work in the SAPS (Biehl, 2004:39). The strengths-based approach requires that professional intervention, whether of a therapeutic or pro-active nature, should focus on the service user's strengths (Stutterheim & Weyers, 2004:7).

A national conference for social workers in the SAPS was held in September 1991. According to Stutterheim and Weyers (2004:4), decisions reached at the conference were as follows:

- As a form of pro-active service, police social work services should develop, standardise, register and implement personnel capacity building programmes.

- Programmes should focus on stress management, general life skills, substance dependence, colleague sensitivity, financial difficulties and HIV/AIDS awareness.

The main thrust of the national conference for social workers was that social workers cannot prevent the traumatic events and experiences that are inherent in police work, but they can change police members' reactions to such events and their ability to deal with them. This may be done by strengthening police members' resilience through the implementation of capacity building programmes as a form of strengths-based intervention (Stutterheim & Weyers, 2004:9). Table 2.1 is a profile of the Personnel Capacity-Building Programmes in SAPS. It will be illustrated and discussed below.

2.3.2 Profile of Personnel Capacity-Building Programmes in SAPS

Table 2.1: Profile of Personnel Capacity-Building Programmes in SAPS

COMPETENCIES ⟶ ⬇ PROGRAMMES	Category 1: Social competencies	Category 2: Problem-solving skills	Category 3: Autonomy	Category 4: A sense of purpose and future	Category 5: A sense of pride
• Colleague Sensitivity	X	X	X	X	x
• How to manage stress effectively	X	X	X	X	x
• Be Money Wise	X	X	X	X	x
• Substance Dependence	X	X	X	X	x
• HIV/AIDS Awareness	X	X	X	X	x
• Life Skills					
- Healthy lifestyle	X	X	X	X	x
- Conflict management	X	X	X	X	x
- Communication	X	X	X	X	x
- Self-knowledge	X	X	X	X	x
- Assertiveness	X	X	X	X	x
- Problem solving	X	X	X	X	x
- Time management	X	X	X	X	x
- Motivation	X	X	X	X	x
- Planning of goals	X	X	X	X	x

The national conference for police social workers resulted in that police capacity building programmes were developed to enhance five categories of competencies that would add to the profile of a resilient police member. It was based on best practices of police social workers in the SAPS and available literature. It resulted in an extensive package

of standardised programmes that was in line with the unique nature and needs of the organisation and its employees (Stutterheim & Weyers, 2004:5).

These programmes were developed to enhance the police members' social competencies, problem-solving skills, sense of autonomy, a sense of purpose and future and a sense of pride.

1. Social Competencies: the police members' social competency skills are enhanced by focusing on the following qualities such as responsiveness, flexibility, caring and empathy, communication skills, a sense of humour and any other form of positive social behaviour.

2. Problem-solving skills: the police members' problem-solving skills are enhanced by focusing on the following qualities such as the ability to think logically, reflectively, the ability to be flexible and the ability to seek alternative solutions for problems.

3. A sense of autonomy: the police members' sense of autonomy is enhanced by focusing on the following qualities such as a sense of independence, an internal locus of control, a sense of power and self-esteem and self-efficacy.

4. A sense of purpose and future: the police members' sense of purpose and future are enhanced by focusing on the following qualities such as healthy expectations, a positive goal and success orientation, educational aspirations, persistence, optimism, hopefulness, belief in a bright future, a sense of anticipation and a sense of coherence.

5. A sense of pride: a sense of pride is instilled in the police members in order to help them to defeat obstacles and bounce back from adversity (Stutterheim & Weyers, 2004:5).

These programmes are still running today and presented as workshops. This method maximises group participation and as far as possible, also meets the individual needs of police members. The programmes are usually presented on request of different police stations and units, or as a result of an organisational analysis (Biehl, 2004:41; Stutterheim & Weyers, 2004:6). Each programme consists of prescribed learning

material, workbooks and handouts for participants. The presenters (social workers) receive a comprehensive presenter's guide and presentation plan.

The personnel capacity building programmes were piloted in urban and rural areas before it was implemented. Social workers of each province were trained to implement these programmes. The method of "train-the-trainer" was used to equip social workers to present these programmes (Biehl, 2004:42). Research proved that the programmes are effective capacity-building tools in the hands of police social workers, as well as a financial asset for SAPS (Huisamen, 2004; Huisamen, 2006; Kleingeld, 2004). However, according to Huisamen (2004), steps need to be taken to further improve these programmes. As the goal of occupational social work in the SAPS is to empower employees to function effectively in the working environment and also as individuals, the move away from purely reactive clinical work, in favour of a "mixed method" approach, which also includes pro-active interventions, was necessary to achieve this goal (Biehl, 2004:42).

2.3.3 Introducing forensic social work services as field of specialisation in SAPS

The SAPS has identified crimes against women and children including domestic violence as a priority directed at the SAPS' core function in terms of Section 205 of the constitution. Since 2007, police social work services have started to place social workers specialising in forensic social work to fill the gap in the service delivery system (Forensic Social Work Procedure Manual, 2010).

The SAPS is focusing on occupational social work as a field and forensic social work. The main distinguishing characteristic of social workers specialising in forensic social work is that it centers on the social workers' functioning as an expert witness. The primary focus of forensic social workers is to assist the SAPS members in the investigation of child sexual abuse cases and to deliver expert testimony. It was a relief for the investigating officials as they got support from the social workers specialising in forensic social work (Forensic Social Work Procedure Manual, 2010).

2.3.4 Introducing new police social work practice model and role of social worker

Structural changes in the police, as well as changes in the social work component in the last four years, prompted a review of the police social work services standards and operational procedures (Police Social Work Services, Standard Operating Procedure,

2013). This legislation requires police social workers to begin to register as occupational social workers. The registration requirements, which envisage that all police social workers should eventually register as occupational social workers, is a further challenge for police social workers (Police Social Work Services, Standard Operating Procedure, 2013).

According to the Social Service Professions Act, 1998 (Act 110 of 1978:3) occupational social work means "…a specialised field of social work practice which address the human and social needs of the work community within a developmental approach through a variety of interventions which aim to foster optimal adaption between individuals and their environment." A brief description of the services which occupational social workers render, according to the above mentioned act are as follows:

- A work-focused assessment, assessing the needs or problems of various client systems in the work place and the reciprocal relationship between them;

- Assessment of the interaction and impact of the organisation in the community in which the work place functions;

- Work-focused intervention on individual, group, organisation and community levels;

- Organisation-community intervention to ensure a social responsible organisation;

- Work-family intervention to promote family wellness in relation to the impact of employment;

- Promoting and challenging work place culture to enhance and enforce human rights practices, social justice and productivity;

- Work-focused policy and programme development.

Police social workers (generic social work) aligned their service delivery according to the occupational social work standards and adopted a new social work practice model, similar to the military social work practice model (Kruger & Van Breda, 2001; Police Social Work Services, Standard Operating Procedure, 2013).

The SAPS community is not a static environment. It is an extremely fluid organisation because of police members relocating, going on courses and deployments. A model is

required that can respond quickly and appropriately to these changes and allows the social worker a more flexible role (Kruger & Van Breda, 2001:948). The occupational social work literature suggests that there are three client systems that the occupational social worker and also the police social worker serves, namely the employee as person, the person as employee and the organisation as client.

Firstly, the employee is seen as a person. This person has different roles, such as parent, spouse, community member, etc. The police social worker intervenes with the police member on an individual level. Secondly, the person is seen as an employee. The individual is part of the work environment with a specific culture, structure and hierarchy. The social workers' attention here is on work related needs and problems of the individual, and enables the person to perform duties as prescribed by the organisation. Thirdly, the organisation is also seen as a client. Here the police social worker humanises the workplace, accommodates human needs, and assists in organisational policies and procedures. To render an effective service, the police social worker should bear in mind all three clients systems and intervene on these different levels. To render an integrated social work service the police social worker must hold these client systems intact. The reciprocal relationship between the client systems can never be negated and the social worker must always see the broader picture, by adopting a "binocular" vision (Kruger & Van Breda, 2001:948).

To guide the social workers' activities within "binocular" vision it is suggested that there are four practice positions from which the social worker may intervene depending on the nature of the police member's problem. Within this model, there are four practice positions from which a social worker may intervene (Kruger & Van Breda, 2001:948-950; Police Social Work Services, Standard Operating Procedure, 2013).

Position One: Restorative Interventions

These interventions assist employees that have problems which are not work related. This position of police social work entails the rendering of a problem-solving service to SAPS employees and their families. It is aimed at restoring their problem-solving and coping abilities, to a level of wellness. The social worker and client work together to develop and restore these abilities within the client.

In the abovementioned position, clients present with problems of a personal nature. Such problems can include marital problems, substance abuse, financial difficulties, child abuse, housing concerns, escalating crime in the community, etc. Here the social worker deals with the problems at hand on a personal level. The social worker takes on the role of a therapist, facilitator, enabler and problem solver. The social worker is assisting clients to deal more effectively with their own problems. In terms of intervention, the social worker uses preferred models and techniques e.g., personal centered, behavioural, problem solving, task centered etc. (Police Social Work Services, Standard Operating Procedure, 2013; Kruger & Van Breda, 2001).

Position Two: Promotive Interventions

In this position the social worker promotes or enhances the social functioning and well-being of clients. The emphasis is on prevention, education and development. These interventions address people who have a specific need in a particular area of their life. Although intervention at position two is on a more personal level, they can influence the work behaviour of the individual. These individuals may already be functioning adequately, but may have a psychosocial need that they desire to fulfill.

In the abovementioned position, the social worker addresses a broad range of human needs. Here clients might have problems, but desire to live more fully despite their problems. Intervention in this position may prevent the development of problems that would require future restorative interventions. As intervention methods, the social worker makes use of casework, group work, workshops, exhibitions etc. The social worker takes on the role of educator, trainer, enabler, coordinator etc. (Police Social Work Services, Standard Operating Procedure, 2013; Kruger & Van Breda, 2001).

Position Three: Work-Person Interventions

Here the social worker focuses on what happens between people and systems in the workplace. A mind shift needs to be made in terms of thinking personally orientated to occupational orientated. Intervention in this position address people who have work related problems and needs. The employee in this case is seen as a worker with a rank, with an office and who has status within the organisation.

Problems addressed in the workplace range from conflicts between colleagues, poor management patterns and poor channels of communication within the organisation, low

worker morale or productivity. Social work interventions will focus on group work techniques, problem-solving processes, team building, negotiation, mediation, and experimental exercises. The social worker takes on the role of mediator, facilitator, negotiator etc. The social worker becomes part of the management team and aims to ease the interaction between employees as a specialist. In this position, the police members are equipped with social skills to meet the requirements of the SAPS (Police Social Work Services, Standard Operating Procedure, 2013; Kruger & Van Breda, 2001).

Position Four: Workplace Interventions

In this position the social worker focuses on the workplace. Here attention is given to the organisation that comprises of policies, structures, hierarchies and working procedures. Interventions are aimed at addressing the workplace itself and humanising it. The workplace, unit or management itself becomes the client.

Problems in the workplace focus on issues such as standing orders, policies, procedures, organisational culture and the utilisation of personnel. Should these structures and procedures adversely affect employees or families, social workers can intervene. The social worker can bargain or negotiate with the workplace to change its structures and procedures, to enhance the structure and functioning of the organisation. The role of the social worker in this position is that of researcher, system analyst, social engineer, consultant etc. The social worker assists the workplace in developing structures that promote optimal productivity, morale and well-being among employees. The social worker can serve as the social conscience of the SAPS (Police Social Work Services, Standard Operating Procedure, 2013; Kruger & Van Breda, 2001).

2.3.5 Occupational social work methods used within new social work practice model

As police social work move away from generic social work to occupational social work, it is required that social workers use three methods on the four quadrants or practice positions of the Occupational Social Work Model which is social casework, group work and community work (Police Social Work Services, Standard Operating Procedure, 2013).

Social casework or restorative interventions:

The social casework method was integrated in the new model that Police Social Work Services has adopted to make the work meaningful and to have impact. However, this is only short-term intervention. During the first interview a consent form must be read and signed by the client and the social worker. A copy of the signed form is given to the client and the original must be kept on the file. In the case of a formal referral, the social worker must send an acknowledgement letter to the commander who referred the client. It is expected that police social work service workers have contact with clients at least twice per month and that process notes are kept for each intervention. A file is opened and registered for each client seen. This is important for data integrity and a realistic record of all cases encountered. During interviews, the social worker gathers relevant information to arrive at the professional opinion which will help to formulate an intervention plan. The intervention plan consists of a goal which has a specific due date. This is important for time limited intervention. The content of interviews is recorded, progress reports are written, transfers and referrals are also made when necessary. In the case of a formal referral, the social worker sends a progress report to the commander, within three months. A copy is kept on the file. The file is closed when either the police member or the social worker is transferred, and they cannot continue the service rendered. A referral is then made to another social worker or external agency after the completion of the intervention conducted. This standing operating procedure (SOP) is to ensure uniformity and standardisation regarding all social work service delivery to clients (Police Social Work Services, Standard Operating Procedure, 2013).

Social Group Work:

Social group work is one of the three methods of social work together with community and casework. Group work may be defined as "Goal-directed activity with small treatment and task groups aimed at meeting social-emotional needs and accomplishing tasks. This activity is directed to individual members of a group and to the group as a whole within a system of service delivery" (Toseland & Rivas, 2009:12).

Prior to conducting group work, it is important to identify what type of group it will be to effectively conduct the group work process. The social worker should prepare a proposal for the envisage group work intervention. A group is formed where a need is

identified, therefore the purpose of the group must be clearly indicated. The need could refer to promotive interventions or skills development, but the scope should be broadened to include restorative interventions based on addressing challenges as well as support groups. The reason for inclusion for each member in the group should be motivated by the social worker. Group work is always voluntary but by invitation by the social worker. In the SAPS debriefing and support groups for disability, HIV/AIDS, substance abuse as well as parental support groups are conducted. During the first group session group members need to agree on the goals and briefly discuss the content of the group work sessions, how results will be measured and how tasks would be allocated (Toseland & Rivas, 2009:205). Each member must sign the contract, committing him/herself to the content thereof. A file must be opened and registered for each group. Record keeping is important for effective and productive group performance. After each session a process note must be written. A closing report should be written at the end of the group work intervention to evaluate whether the goal of the group was achieved (Police Social Work Services, Standard Operating Procedure, 2013).

Social Community Work:

A community is an area with geographical boundaries in which people live together, or share common aspects of social and cultural activity, or who share a local social system or structure. Therefore, the SAPS can be viewed as a community (Police Social Work Services, Standard Operating Procedure, 2013).

According to Weyers (2001:19) "community work refers to the processes and skills that could be used by a social worker to bring about the necessary changes in especially the environment facet of the person-in-environment domain of social work". He continues that the method "consists of the various processes and helping acts of the social worker that are targeted at the community system as well as its sub-systems and certain external systems, with the purpose of bringing about social change" (Weyers, 2001:20).

Community work is the entrance to rendering an occupational social work service to the client system. It forms the basis of service rendering. The purpose is to bring about social change in the community system as well as its sub-systems and external systems (Police Social Work Services, Standard Operating Procedure, 2013).

The community in which social workers render services in SAPS are demarcated as follows:

- Macro level – In the SAPS the macro level is the entire organisation. As a community, SAPS has its own legislation, social structure and culture.

- Mezzo level – The division/province or cluster would be seen as the mezzo community, which is a number of smaller units or stations. On this level some internal instructions or guidelines might be implemented.

- Micro level – A social worker implementing the community work method in SAPS, will mainly intervene on a micro level at a station or unit.

These levels are not separate entities and must be taken into consideration when conducting community work. The purpose of community work interventions are bringing about social change, such as:

- To prevent and eliminate social problems in the workplace.

- To develop human potential and enhance employees' problem solving, coping and other skills.

- To provide resources and services needed to prevent and eliminate social dysfunction.

- To promote social justice and social change.

The community work method focus on:

- Restorative interventions.

- Promotive interventions to address the needs of the employee and the employer.

- Work-person-interventions, to intervene at the point where the interaction between employee and employer takes place.

- Workplace interventions, to create a conductive environment in which employees can function optimally (Police Social Work Services, Standard Operating Procedure, 2013; Kruger & Van Breda, 2001).

SAPS being an organisation, the social worker must firstly negotiate entry into this community. Entry is negotiated and gained through the marketing of social work services in the SAPS through the focus to bring about social change. During community work intervention needs-assessment interview schedules are distributed. It covers the expressed needs of the specific Division/Cluster/Station/Unit or Academy. This endeavor is usually a golden opportunity to market social work services. To render an effective occupational social work service to the community, an in-depth profiling of the micro community must be conducted. The workplace is studied to develop insight in the nature of the work as well as demands it places on police members and commanders. Trends need to be identified and addressed. After entry is gained into the community by marketing and explaining the purpose of the community profiling process, the information gathered is analysed. The findings are discussed with the commander and management. Possible solutions should be listed and placed in a proposed long term (3 years) intervention plan. After discussion and agreement of the intervention plan, social work intervention will be set-out as in an operational plan. Needs and priorities are addressed through projects and the social work services' promotive and work person programmes. Examples of social work programmes in the SAPS are HIV/AIDS, disability, 16 Days of Activism Against Women and Children and specific programmes requested related to identified problems. For each project and subject related programme a file must be opened (Police Social Work Services, Standard Operating Procedure, 2013).

2.4 Need for development of police members' emotional intelligence in SAPS

The very nature of police work can produce conflict and highly charged emotional situations. Therefore, police members are required to maintain self-control and be calm even in the face of danger (Burnette, 2006:10).

Such chaotic and highly stressful events will demand focus, professionalism, compassion and discipline from police members. Self-discipline for instance relates directly to the emotional intelligence competency self-awareness (Cleveland & Saville, 2007:6). To be capable of self-awareness, assessing the emotion of others and

responding appropriately to reduce the necessity of force is an attribute all police members should embrace (Burnette, 2006:106).

Emotional intelligence theory explains that individuals who have sufficient interpersonal and intrapersonal skills such as self-awareness, self-regulation, motivation, empathy and social skills can properly manage their emotions and cope with environmental challenges (Ismail, Yao, Yeo, Lai-Kuan & Soon-Yew, 2010:13). Bar-On (1997) in Ismail *et al.* (2010:14) states that the level of emotional intelligence will increase individuals' competencies and this may help them to decrease external pressures and demands and increase human well-being. Application of emotional intelligence theories at the workplace shows that the ability of employees to properly manage their interpersonal and intrapersonal competencies will increase their abilities to cope with physiological and psychological stresses in the workplace.

Dette (2008:70) however, questions whether police members have the skills needed to develop and maintain their own emotional balance to deal with their stressful job. In her opinion, police members find it difficult to manage their own emotions and also fail to understand the emotions of members of the public. The result thereof has tainted the image of the police service. According to Aremu and Tejumola (2008:222-225), there have not been sufficient studies done on polices' emotional intelligence. The only few available studies are from Europe and America. The said authors' studies on Nigerian police members shows that Nigerian police members are "not emotionally intelligent" and this lack of emotional intelligence cuts across rank. They assert that "emotional intelligence is a sin qua non for effective policing" with particular reference to policing in Nigeria (Aremu & Tejumola, 2008:225).

These findings can question the level of emotional intelligence of police members in the SAPS. According to Dar *et al.* (2011:51), the level of emotional intelligence in police members can be improved with emotional intelligence competence training. High emotional intelligence levels and enhanced psychological well-being will be useful in mob violence, mass demonstration, police attacks, etc. A study done by Slaski and Cartwright (2003) on emotional intelligence training and its implications for stress on health and performance of police members found that training resulted in increased emotional intelligence, improved health and psychological well-being (Dar *et al.*, 2011:49). According to Burnette (2006) emotional intelligent police members are more

able to resist the pressures and burdens of stress and are capable to resolve stressful emotions in their professional and personal lives. Burnette (2006) is also of the opinion that emotional intelligence should be considered by police agencies as a training tool to develop police members' emotional intelligence. Thus, developers of management programmes should be encouraged to incorporate findings on emotional intelligence and stress management in their course material (Ramesar, Koortzen & Oosthuizen, 2009). According to the said authors, organisations only utilise programmes that focus on the theory of stress, its symptoms and its reactions. They do not attempt to prevent the reactions of stress by encouraging an awareness of emotional intelligence as a prerequisite to understanding these stress reactions. This is also true for the SAPS stress management programme.

Self-awareness is a key skill in handling stress, as well as emotional intelligence competencies, such as stress management and adaptability (Ramesar *et al*., 2009). Individual employees have different levels of knowledge and skills. Employees who have little knowledge and skills about emotional intelligence will have limited capabilities to manage their emotions and other people's emotions and controlling psychological stress (Ismail *et al*., 2010:25). The said authors are also of the opinion that the current training programmes need to be updated. They further suggest that training programmes which emphasise more on technical skills need to be reduced and the content of emotional intelligence skills should be increased to enable employees to understand the concept and principles of emotional intelligence (Ismail *et al*., 2010:26). Therefore, social work programmes in the SAPS can also benefit by considering emotional intelligence skills as part of their training programmes.

2.5   *Development of police members' emotional intelligence as part of social work intervention*

Although Burnette (2006:110) and Ismail *et al*. (2010:25) pointed out the need for current training programmes to be updated, to include emotional intelligence skills, and Huisamen (2004) identified a need to further improve social work pro-active programmes, no new social work pro-active programmes were developed in the SAPS since 1999 (Valensky, 2014). Currently there is no social work pro-active programme

based on the essential development areas of police members' emotional intelligence. Such an intervention can be considered to form part of a new social work pro-active programme and can be included in the group and community work method.

Emotional intelligence is regarded as an important skill that can serve police members well in fulfilling their duties (Dette, 2008:159). Furthermore, the author is of the opinion that professionals within the helping profession need to help police members to improve their emotional intelligence, to enhance their ability to cope effectively within the workplace and to interact with others with greater emotional intelligence. Burnette (2006:108), based on his studies, recommends that emotional intelligence training should be considered in the field of policing to reduce occupational stress and burnout of police members.

According to Burnette (2006:110), emotional intelligence can be used as a training tool by police agencies. The essential development areas of police members' emotional intelligence is unknown and should thus be explored. The investigation of police members' emotional intelligence can contribute in developing a custom made programme on emotional intelligence for the SAPS. This endeavor may add value to the existing social work pro-active programmes and enhance police members' emotional intelligence.

2.6   Conclusion

This chapter dealt with the socio-economic and political challenges and changes the SAPS went through for the past 30 years. Attention was also given to the mandate, vision, mission and objectives of this organisation. The challenging police environment, the internal stressors of the organisation, the stressful nature of police work as well as the impact thereof on police members were discussed. Attention was given to the role of the social worker, changes in social work service delivery and the development of social work pro-active programmes to broaden the scope of social work services and help police members to function optimally in their work environment (Stutterheim & Weyers, 2004; Huisamen, 2004; Kleingeld, 2004). The development of police members' emotional intelligence as part of a social work intervention was suggested in an attempt to add value to the existing pro-active programmes. The following chapter will focus on

skills and competencies within the emotional intelligence concept in order to identify the essential development areas of police members' emotional intelligence

Chapter 3: Conceptual framework for development of emotional intelligence within law enforcement context

3.1 Introduction

Occupations like social work, psychology, teaching etc. always acknowledge the need for emotional intelligence, even before it was given a name. Occupations like accountancy, engineering, biochemistry, traditionally labelled emotion-free zones are also coming to realise the value of behaving in an emotionally intelligent way (Bagshaw, 2005). Goleman (2004:4), points out that in a time with no job security and when the very concept of a "job" is being replaced by "portable skills", these are prime qualities that make and keep people employable. Goleman concludes that at last there is a better understanding of these human talents, that was talked about for decades under a variety of names, such as "soft skills", "personality", "character" and "competence" and the new name for them is: emotional intelligence (Goleman, 2004:4).

According to Turner (2014:8), police members are a unique group of people who experience a wide range of emotions, due to the unusual challenges they face in their work environment. Police members are socialised against the overt display of emotions and there are strong cultural norms aimed at controlling this (Drodge & Murphy, 2002). Emotionality is seen as a weakness, as something negative that undermines higher human functioning. "The emotions are infantilised in this police worldview" (Drodge & Murphy, 2002:426). The said authors are concerned about the unquestioned authority of rationality and the avoidance of emotions in police work. They foresee implications for issues such as how victims and perpetrators of crime are perceived and treated and the long term negative effects of emotional repression on personal and family life (Drodge & Murphy, 2002:426).

Emotional intelligence theory suggest that police members are not better off being emotionally detached, but are better served by receiving training that will help them to become emotionally prepared for rather than detached from the challenges of police (Cleveland & Saville, 2007:21). All police members, regardless of how they function in the workplace, have some level of emotional intelligence, some are just more skilled in their competencies than others (Turner, 2014). Darabi (2012:2992), is of the opinion that most people have an average emotional intelligence score, since we have not been

taught to improve it since childhood. In the same vein Bradberry and Greaves (2009:13) add that emotional awareness and emotional understanding are not taught in school. According to Goleman (2004:24), "An emotional competence is a learned capability based on emotional intelligence that results in outstanding performance at work". Therefore research based on the essential development areas of police members' emotional intelligence can contribute to promote intervention in order to enhance their emotional competencies for possible success in the work.

In the previous chapter attention was given to the nature of a police member's work, the role of the social worker and the need for emotional intelligence in the SAPS. This chapter will explore the continuum of thought, theory and history concerning emotional intelligence, to provide a conceptual framework for the development of emotional intelligence within a law enforcement context.

3.2   Origins and history of emotional intelligence

Charles Darwin was the first to recognise the value of emotions, when he noted that the emotional system energises behaviour needed to stay alive. Emotions happen instinctually and immediately in response to situations and people and cannot be stopped (Darabi, 2012:2991). Thorndike (1920) was the first theorist to acknowledge social intelligence and identified it as the ability to act wisely in human relations. Thorndike also believed that there were different types of intelligence. He names these different intelligences: Abstract Intelligence, Concrete Intelligence and Social Intelligence. Abstract Intelligence measures IQ , Concrete Intelligence refers to the type of intelligence that is used to understand and manipulate objects and shapes and Social Intelligence was known as emotional intelligence (Dette, 2008:34). Thorndike and Stern (1937) came to the conclusion that social intelligence was composed of three components, which is attitude towards society, social knowledge and degree of social judgment. The work of these pioneers was overlooked until Gardner (1983:1993) proposed the concept that individuals possessed multiple intelligences. This opened the door for advancing the idea of personal intelligences and eventually the concept of emotional intelligence (Burnette, 2006:21).

Gardner (1999) proposed eight intelligences which also include interpersonal and intrapersonal intelligences. Interpersonal intelligence is to be able to take note and to differentiate between people, particularly their moods, temperaments, intentions and what motivates them. Whereas intrapersonal intelligence is the ability to "access to one's own feeling life-one's range of affects or emotion: the capacity instantly to effect discriminations among these feelings and, eventually, to label them, to enmesh them in symbolic codes, to draw upon them as a means of understanding and guiding one's behaviour" (Gardner, 1983:239). The author further states that both categories of inter- and intrapersonal skills pass the test of intelligence. Both require problem-solving with significance for the individual. Both categories allow an individual to understand and work with him/herself and allow an individual to understand and work with others.

Emotional intelligence was formed by combining the constructs of social intelligence and multiple intelligences (Burnette, 2006:22). Salovey and Mayer (1990) were the first to theorise the construct emotional intelligence, and propose the first model of emotional intelligence. Their studies advanced emotional intelligence to the research community. This construct consisted of:

1. The ability to appraise one's own emotions and to express these emotions to others effectively

2. The skill to recognise emotional responses in other people, to empathetically determine the appropriate affective response, and choosing the most socially adaptive behaviour in response

3. To be able to regulate and enhance one's own mood and the mood of others, motivating others towards the accomplishment of a particular goal

4. The ability of solving problems, by integrating emotional considerations when choosing alternatives to a problem or issue.

Daniel Goleman was exposed to the work of Salovey and Mayer in the 1990's (Ramchunder, 2012:17). Goleman (1995) used the research of Salovey and Mayer and created an awareness of emotional intelligence to the global community and business world with his first publication on the topic in 1995. Emotional intelligence was introduced as a predictor of successful interpersonal relations between individuals which ultimately impact the success of organisations around the world. According to Goleman

(1998:8), emotional intelligence is "the underlying premise for all management training". Goleman (1997) provides a useful description of the concept emotional intelligence:

1. To know what you are feeling, and being able to manage those feelings without having them swamp you;

2. To be able to motivate yourself to complete tasks, being creative and performing at your peak and

3. Being able to sense what others are feeling and managing relationships effectively.

Goleman's views, definitions and modules have a significant appeal to the lay person but lack the scientific accuracy necessary to establish a theoretical construct (Burnette, 2006:22).

Bar-On's (2000) research concerning emotional intelligence build on Goleman's foundation. Bar-On's (1997a, 2000, 2005) model composed the first self-reporting, peer-reviewed testing procedure of its kind measuring emotionally and socially intelligent behaviour. The Bar-On model is constructed on the theoretical basis that "emotional-social intelligence is a cross-section of interrelated emotional and social competencies and skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them and cope with daily demands" (Bar-On, 2000:3). Other models of measuring emotional intelligence were also constructed. According to Burnette (2006:23), Schutte and his colleagues developed the Self-report Emotional Intelligence Test (SREIT), which is a self-report measure of an individuals' emotional intelligence. The said author also referred to Mayer, Salovey and Caruso who developed the Multifactor Emotional Intelligence Scale in 1999, and later refined it to the Mayer-Salovey-Caruso Emotional Intelligence Test, Version 2.0 (MSCEIT V2.0). The MSCEIT V2.0 was tested regarding validity and reliability in 2002 (Burnette, 2006:23). Currently there are no other scientific models of measuring emotional intelligence.

3.3   *Defining emotional intelligence*

The term "emotional intelligence" was formally presented to the academic world with the publication of Salovey and Mayer's (1990) article Emotional Intelligence in the journal

Imagination, Cognition and Personality (Villanueva & Sanchez, 2007). Initially Salovey and Mayer (1990:189), defined emotional intelligence as "the ability to monitor one's own and others' emotions, to discriminate among them, and to use this information to guide one's thinking and actions". These authors indicate that their original definition was vague and upon revision Mayer and Salovey (1997) added that an emotionally intelligent person is also capable of recognising emotional information and performing abstract reasoning using emotional information. Mayer, Salovey and Caruso (2000) added that emotional intelligence includes ability to perceive, appraise and express emotion accurately and adaptively; the ability to understand emotion and emotional knowledge; the ability to access and generate feelings where they facilitate cognitive activities and adaptive action; and the ability to regulate emotion in oneself and others. The revised and expanded definition of Mayer and Salovey is "emotional intelligence involves the ability to perceive accurately, appraise and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual health" (Mayer & Salovey, 2004:35).

Daniel Goleman (1995) in his book, "Emotional Intelligence" introduced a definition that appealed to the average person as an understandable explanation of this new term. Although well written for advancing and understanding of this concept to the lay person, Goleman's work appeared to lack credible scientific validity (Burnette, 2006:25). Goleman (1998:317) defines emotional intelligence as "…the capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships". Goleman (1995) also identified in his model five basic emotional and social competencies: 1.) self-awareness, 2.) self-regulation, 3.) motivation, 4.) empathy and 5.) social skills. According to Zeidner, Matthews and Roberts (2004:373), although Goleman's analysis suggests some fields of inquiry, it does not identify a unifying common element to the different components. Furthermore, it does not tell us how to distinguish emotional intelligence from other, distinct abilities and personality traits that may influence recognition and regulation of emotion such trait, anxiety and coping dispositions.

For the purpose of this study, the final definition is that of Bar-On (2005). Bar-On (1997, 2005) also developed the Emotional Quotient Inventory (EQ-i) the first published and

quantifiable measure of an individual's emotional intelligence level. Bar-On (2005:3) defines emotional-social intelligence as "a cross-section of interrelated emotional and social competencies, skills and facilitators to determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands". Bar-On (1995) has overlapping perspectives in defining emotional intelligence. He uses similar characteristics but categorise them differently. Common threads that can be identified include: labelling emotions, understanding relationships, self-awareness, self-control, empathy, responsibility, assertiveness and coping skills (Dette, 2008:38). Bar-On's definition is ultimately applicable to the police environment in terms of coping skills for daily demands and pressures.

3.4   Importance of emotional intelligence in workplace

There has been an increase in exploring the potential benefits of emotional intelligence in the workplace. It is claimed that emotional intelligence affect a wide range of work behaviours such as commitment, teamwork, innovation, quality of service etc. (Zeidner *et al*., 2004:386). According to Cooper (1997), research shows that people with high levels of emotional intelligence experience more career success, lead more effectively, build stronger relationships and enjoy better health than those with lower emotional intelligence. Goleman (1998) suggests that more emotionally intelligent individuals succeed at communicating their ideas, intentions and goals in a more assertive way. Emotional intelligence may also be related to the social skills needed for teamwork (Mayer & Salovey, 1997). According to Bar-On (1997) emotional intelligence may also be useful for group development, knowing each other's strengths and weaknesses and leveraging strengths whenever possible. Bar-On (1997) also concludes that emotional intelligence influence one's ability to succeed in coping with environmental demands and pressures, clearly an important set of behaviours to have when working under stressful conditions, such as in a law enforcement context.

3.5   Emotional intelligence and stress management in law enforcement context

The law enforcement community faces daily challenges and stress that few other professions understand (Turner, 2014). Recent research suggest that police members need emotional intelligence competence to work in a stressful, continued challenging ambiguous environment in which productive work is team based, project bound and community oriented (Drodge & Murphy, 2002:428). According to Burnette (2006) the capacity for law enforcement members to maintain control over his/her emotions to assist in the de-escalation of stressful situations, could be regarded as a valuable asset in all police personal.

Studies done by Nikolaou and Tsausis (2002) highlight that professionals with high emotional intelligence suffer less stress that is related to occupational stress. Gardner (2006) also found that emotional intelligence is likely to have an impact on a person experiencing the consequences of job and stress burnout. A recent study done by Dar *et al.* (2011:50), reveals the fact that emotionally intelligent police personnel are able to understand the emotions of others and are able to mould their own behaviour according to "the need of the hour". They experience a sense of control autonomy and motivates them to repeat that behaviour in the future. By accepting themselves as they are, because of enhanced self and social awareness, it increases their self-regulation and social skills. This ultimately results in high psychological wellbeing. Drodge and Murphy (2002:421) are of the opinion that police work provides an interesting organisational context for the exploration of emotions using several theoretical lenses such as the relationship between emotionality and rationality, the social construction of emotions and emotional intelligence.

Pogrebin and Pool, (1991:397) are also of the opinion that police culture socialises the police member to repress emotions in order to maintain a professional image in the eyes of the public. According to these authors, a member's effectiveness and authority would be compromised if the member was unable to maintain "a poised presence even under the most tragic of circumstances". Furthermore, by maintaining this professional calm and stoic control, police members ultimately impair their ability to experience the normal range of emotions that people are accepted to display during stressful and tragic events (Progrebin & Pool, 1991).

According to Burnette (2006:55) stress is a significant factor in the life of a law enforcement member. Police members suffer in silence to the pressures of stress. Given the parameters of police occupational stress, emotional intelligence could potentially play a significant role in managing stress for individual police members and the police organisation could benefit as well (Crank & Caldero, 1991; Evans, Coman & Stanley, 1992).

The ability to cope with stress is one measure of an individual's emotional intelligence within the construct of emotional intelligence. Within the law enforcement environment the ability to cope with stress is vital. Bar-On (1997, 2000) defines stress tolerance as the ability to withstand adverse events, stressful situations, as well as strong emotions without falling apart. In evaluating the relationship between emotional intelligence and stress management the researchers, Ramesar *et al.* (2009) are of the opinion that stress management (the ability to cope with stress) is a component of emotional intelligence, while stress can be either an input or an outflow of emotional intelligence or the lack thereof. Individuals who positively cope with stress demonstrate a significant element of emotional intelligence competencies.

It would appear that police members may have adopted coping mechanisms to deal with the stressors of their specific occupation (Burnette, 2006:55). Studies done by Bar-On, Brown, Kirkcaldy and Thomé (2000) as well as Ricca (2003) specifically involve police members and emotional intelligence. The authors Bar-On, Brown, Kirkcaldy and Thomé (2000) examined three groups of helping professionals: police members, educators working in the mental health profession, and child care workers. Bar-On *et al.* (2000) considered the adaptation relative to the occupational stress levels and the emotional intelligence of professionals in these occupational environments. The police members scored significantly higher than the other two professions in terms of positive affect and emotional stability. Based on these results, the researchers considered police members as being better able to cope with stressful situations (Bar-On *et al.*, 2000). Burnette (2006:55) is of the opinion that although it would appear that police members deal with the stressors of their specific occupation, they may not be appropriately dealing with their emotions from an intrapersonal perspective. One of the unfortunate consequences of prolonged stress can lead to job burnout (Burnette, 2006). Ricca (2003) presented findings indicating that the more competent police members are at being aware of,

understanding, and managing their emotions, the less frequently they will experience job burnout.

3.6   Models and theories of emotional intelligence

Numerous theories, models and views exist in the field of emotional intelligence, with the aim to conceptualise it according to a particular school of thought (Bardenhorst & Smith, 2007). Several alternative models regarding this construct also exist. The three that have generated the most interest in terms of research and application are Mayer and Salovey (1997), Goleman (1998) and Bar-On (1998, 1997a, 1997b). Each theory represents a unique set of constructs within its theoretical orientation and framework. All these theories share a common desire to understand and measure the abilities and traits related to recognising and regulating emotions in individuals and others (Goleman, 2001). The different models of emotional intelligence do not necessarily contradict each other, they represent different perspectives (Klem & Schlechter, 2008). A discussion will follow on the different models of emotional intelligence.

3.6.1   Ability model of emotional intelligence: Mayer and Salovey (1990, 2004)

It is firstly important to distinguish between the term emotional intelligence and emotional competence. Emotional intelligence refers to a person's basic capacity to recognise and use emotion, whereas emotional competence describes the personal and social skills that can lead to superior performance in the workplace (Cherniss & Goleman, 2001:85). Salovey and Mayer (1990) were the first to coin the term "emotional intelligence". They stated further that emotional intelligence is the "ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in self and others" (Mayer, Salovey & Caruso, 2000:1). Salovey and Mayer developed a model with a cognitive emphasis, to distinguish emotional intelligence abilities from social traits or talent. This model focuses on specific mental ability for recognising and marshalling emotions e.g. knowing what a person is feeling is a mental aptitude, whereas being outgoing, friendly and warm is a behaviour (Cherniss & Goleman, 2001:17). The emotional intelligence model of Mayer and Salovey (1997) is cognitive in focus. They argued that a comprehensive emotional intelligence model must include some measure of thinking about feeling, an aptitude lacked by models that focus

simply on perceiving and regulating emotions. Mayer and Salovey's (1997) present emotional intelligence as having four branches ranging from the most basic psychological processes (i.e. identifying and using emotions) to a higher level (i.e. understanding and managing emotions). This four branch model is illustrated in figure 3.1, which outlines the four branches and stages in emotion processing associated with each branch.

Figure 3.1: Four-branch model of emotional intelligence (Source: Mayer & Salovey, 1997)

Thoughts promote emotional, intellectual and personal growth

The implication of emotion, from their feeling to their meaning, are considered

Management encourages openness to feelings

Emotional signals about relationships are understood, along with their interactive and temporal implications

4. Emotional Management

Emotions are perceived and expressed

3. Emotional Understanding

Emotional Intelligence

1. Emotional Perception

Emotions are sensed and begin automatic influences on cognition

Thoughts promote emotional, intellectual and personal growth

2. Emotional Integration

Emotions enter the cognitive system as noticed signals and as influences on cognition.

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The four different abilities (branches) within this model include 1.) Emotional Perception; 2.) Emotional Integration; 3.) Emotional Understanding and 4.) Emotional Management. These abilities can be defined as follows:

Branch 1: Emotional Perception

Emotional perception refers to the ability to be self-aware of emotions and to express emotions and emotional needs accurately to others. Emotional perception also includes the ability to distinguish between honest and dishonest expression of emotion (Mayer & Salovey, 1997). The skills and emotional intelligence abilities applicable, is to identify one's own and others' emotions, expressing one's emotions and discriminating the expression of emotions in others (Stone, 2004:30).

Branch 2: Emotional Integration

Emotional integration refers to the capacity of emotion to enhance thought and information processing. It is the ability to distinguish among the different emotions being felt and to identify those that are influencing thought process (Mayer & Salovey, 1997). The skills and emotional intelligence abilities which allow a person to integrate emotions to facilitate and prioritise thought includes: "employing the emotions to aid in judgment, recognising that mood swings can lead to a consideration of alternative viewpoints and understanding that a shift in an emotional state and perspective can facilitate different kinds of problem-solving" (Stone, 2004:30).

Branch 3: Emotional Understanding

Emotional understanding is the ability to understand complex emotions such as feeling two emotions at once and the ability to recognise transitions from one to the other. The understanding of emotion reflects the capacity to analyse emotions, appreciate their trends over time and understand their outcomes (Mayer & Salovey, 1997).

Branch 4: Emotional Management

Emotional management is the ability to connect or disconnect from an emotion depending on its usefulness in a given situation (Mayer & Salovey, 1997). By early adulthood the ability to emotional self-management has developed, including abilities to avoid feelings or to reframe appraisals to reassure one to achieve emotional composure

(Mayer, Salovey & Caruso, 2004). Thus emotional management also includes the ability to:

- Assemble the emotions in support of some social goal, or

- Promote personal growth to engage in or to detach from emotions, and

- Monitor and manage emotions in self and others (Stone, 2004:30).

Each branch involves the developmental progression of the abovementioned skills from the more basic to the more sophisticated (Mayer *et al.*, 2004:199).

Mayer, Caruso and Salovey (1999), present evidence and argue convincingly that emotional intelligence meets the standards set for allowing it to be called intelligence. These criteria include that a test of intelligence should have more or less correct answers, that the patterns of correlations are similar to those of known intelligences. It should correlate modestly with other intelligences and it should develop with age (which the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) the ability measure of emotional intelligence does).

Mayer *et al.* (1999) conclude that for emotional intelligence to qualify as an actual intelligence, the following criteria should be met:

- It must reflect actual mental performance rather than preferred behaviour patterns, self-esteem, or other traits;

- The proposed intelligence should describe a set of related abilities that can be shown as conceptually distinct from established intelligences; and

- Intelligence should develop with age.

3.6.2 Mix models of emotional intelligence: Goleman (1995-2001)

Goleman (1995:34) popularised emotional intelligence and made new and extraordinary claims about its importance, including "it can be as powerful, and at times more powerful, than IQ". Goleman (1995) suggests that although IQ cannot be changed much by experience or education emotional intelligence competencies can indeed be learned and improved upon.

The mixed model defines emotional intelligence as an ability with social behaviours, traits and competencies (Mandell & Pherwani, 2003). Goleman presented a mixed model which is based on a competency approach to emotional intelligence. This model was proposed in terms of performance, abilities, personality and their effects in the workplace (Goleman, 2001). Goleman's theory represents a framework of emotional intelligence that reflects how an individual's potential for mastering the skills of self-awareness, self-management, social-awareness and relationship management translates to success in the workplace (Goleman, 2001, 1995). His model presents four domains which become the foundation for learned abilities or competencies.

Goleman's competence model has undergone a number of revisions since it was first developed (Ramchunder, 2012:22).

- The first model of emotional intelligence contained 25 competencies grouped into five clusters (Goleman, 1998b). These being self-awareness, self-regulation, self-motivation, social awareness and social skills.

- The model (Goleman, 2001b) was revised and changes were made on the basis of statistical analysis conducted by Boyatzis, Goleman and Ree (2000) and the five clusters were integrated into the following four dimensions which still form the basis of this model i.e. 1.) Self-awareness, 2.) Self-management, 3.) Social-awareness and 4.) Relationship Management. The four dimensions will be graphically illustrated in the following table.

Table 3.1: Framework of emotional intelligence competencies (Source: Cherniss & Goleman, 2001:28)

	SELF **Personal Competence**	**OTHER** **Social Competence**
RECOGNITION	**Self-Awareness** • Emotional self-awareness • Accurate self-assessment • Self-confidence	**Social Awareness** • Empathy • Service orientation • Organisational awareness
REGULATION	**Self-Management** • Emotional self-control • Trustworthiness • Conscientiousness • Adaptability • Achievement drive • Initiative	**Relationship Management** • Developing others • Influence • Communication • Conflict management • Leadership • Change catalyst • Building bonds • Teamwork and collaboration

The abovementioned table will now be explained.

1. *Self-awareness*

Emotional self-awareness is to know what one is feeling (Goleman, 2001:39). Goleman (1995) regards self-awareness as the keystone of emotional intelligence. It is important to be able to recognise one's own feelings and how they affect one's performance. Self-awareness is the key to realise one's own strengths and weaknesses, to accurately perform self-assessments and have self-confidence.

2. *Self-Management*

Emotional self-management is being able to regulate the effects of disruptive emotions like anxiety and anger and to inhibit emotional impulsivity. The trustworthy competence entails letting others know about one's values, principles, intentions and feelings. To maintain one's standards of honesty and integrity. Conscientiousness is about being careful and self-disciplined in attending to responsibilities. Adaptability suggests being open to new information and to let go of old assumptions. Achievement drive refers to strive optimistically and continuously to improve one's performance. To have initiative competence is to act before being forced to do so by external events (Goleman, 2001:35).

3. *Social-Awareness*

Social-awareness encompasses the competency of empathy. Empathy competence gives people an awareness of others' emotions, needs, perspectives, concerns etc. The empathic person can read emotions and pick up on nonverbal cues such as voice or facial expression. This sensitivity towards others is important for job performance, if the job entails working with people. Social-competence refers to the ability to identify clients' unstated needs or concerns and provide excellent services. Organisational awareness is the ability to read the currents of emotions in groups objectively, without biases and assumptions. This competence is vital for coalition building that allows individuals to wield influence (Goleman, 2001:36).

4. *Relationship Management*

The effectiveness of our relationship skills depends on our ability to influence the emotions of other people. If we cannot control our outbursts or impulses and lack empathy, we may not be effective in our relationships. The relationship competencies include social skills such as developing others and boost their abilities. Influence competencies include the ability to induce desirable responses in others using effective diplomacy to persuade. Communication competence requires to listen well, share information and foster open communication. This competence build on managing one's own emotions and empathy. Conflict management allows a person to handle difficult people and situations with

diplomacy, encourage debate and open discussion and can result in win-win situations. Change catalyst competency is the ability to recognise the need for change, remove barriers and to challenge the status quo. To nurture instrumental relationships (building bonds), to work with others towards a shared goal (collaboration, teamwork) and to create group synergy in pursuing collective goals conclude relationship management competency (Goleman, 2001:38).

In summary, both Salovey and Mayer and Goleman's theories suggest that an awareness and regulation of emotion at the individual and social level is important (Dette, 2008:47). Although Goleman's views, definitions, and models have a significant appeal to the lay person, there is however a lack of scientific evidence necessary to advance them to the point of establishing a theoretical model (Burnette, 2006:22).

3.6.3 Bar-On's theory of emotional intelligence

Bar-On was influenced by Darwin's work on the importance of emotional expression for survival and adaptation (Ramesar *et al.*, 2009). According to the said author, the Bar-On model stresses the importance of emotional expression and views the outcome of emotional and social intelligent behaviour in Darwinian terms of effective adaption. Bar-On's model of emotional intelligence is an array of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate to them and cope with daily demands (Bar-On, 2006).

The emotional and social competencies, skills and facilitators include five key components, each of these components in turn also comprise a number of closely related competencies, skills and facilitators.

1. Intrapersonal: the ability to recognise, to understand and express emotions

2. Interpersonal: the ability to understand how others feel and be able to relate to them

3. Adaptability: the ability to manage change, to adapt and to solve problems both personal and interpersonal

4. Stress management: the ability to cope successfully with daily demands, challenges and pressures

5. General mood: the ability to generate positive affect and to be self-motivated (Bar-On, 2006, 1997).

Bar-On's theory of emotion intelligence will be graphically illustrated in the table below.

Table 3.2: The major constructs in the Bar-On (1997) model (Barnard & Herbst, 2005:59)

Construct	Definition	Subcomponents
Intrapersonal	The intrapersonal area concerns a person's ability to know and manage himself. Success in this area indicates that a person is able to express his feelings adequately, live and work independently, and has the necessary confidence to express his ideas and beliefs comfortably.	**Self-regard** **Emotional self-awareness** **Assertiveness** **Independence** **Self-actualisation**
Interpersonal	This area refers to what is known as "people skills". People who function well in this area tend to be responsible and dependable; they understand, interact with and relate well to others in a variety of situations.	**Empathy** **Social responsibility** **Interpersonal relationships**
Adaptability	The adaptability area of emotional intelligence reveals how successfully the respondent is able to cope with environmental demands and to deal with problematic situations as they arise.	**Reality testing** **Flexibility** **Problem solving**
Stress Management	This area of emotional intelligence involves a person's ability to withstand stress without giving in, falling apart or losing control. Success in this area indicates a person who is usually calm, hardly ever impulsive and someone who copes well under pressure. These skills are vital in the workplace, especially when one is continuously faced with deadlines and a variety of demands.	**Stress tolerance** **Impulse control**
General Mood	General mood refers to a person's outlook on life, the ability to enjoy himself and others and an overall feeling of contentment and satisfaction.	**Optimism** **Happiness**

The Bar-On model provides the theoretical basis for the emotional quotient inventory (EQ-i) instrument, which was developed to assess various aspects of this construct and to examine its conceptualisation (Ramesar *et al.*, 2009). Bar-On states that emotional intelligence developed over time and it can be improved through training programmes and therapy (Bar-On, 2002). To determine what emotional intelligence looks like within a law enforcement context, Bar-On's EQ-I (in Turner, 2014), will be reviewed.

1. *Intrapersonal: The intrapersonal scale includes self-regard, emotional self-awareness, assertiveness, independence and self-actualisation.*

Police members with low self-regard may be unsure of themselves, lack self-esteem and self-respect. This may be displayed by a lack of confidence and poor physical appearance. The goal of establishing high self-regard in the police environment is to increase self-esteem, self-assurance and confidence. Police members with high emotional self-awareness have a good understanding of how and why others affect them and are able to express these feelings in a positive way. They are able to prevent simple incidents from escalating and bring calm to a chaotic situation. Police members must be taught to understand the importance of assertiveness and taking charge of critical situations. This will enable them to express themselves easily and defend their rights in a nondestructive or non-abusive manner. A high level of independence produces self-reliance in planning and decision making, whilst allowing members the ability to consult with colleagues. The confidence gained from independent decision making provides the ability to function autonomously. Such members would be called able and willing. A high level of self-actualisation can lead police members to continuously strive to better themselves. Failure to develop self-actualisation can result in a lack of motivation or stagnation (Turner, 2014).

2. *Interpersonal: The interpersonal scale includes the subscales of empathy, social responsibility, and interpersonal relationships.*

Police members who demonstrate high levels of empathy can read people's feelings and pick up social cues, which allows them to show concern for other people. Members lacking in empathy often fail to understand the feelings of others, resulting in the misunderstandings and surprise reactions from others. To have a high level of social responsibility enable police members to be cooperative, constructive and contributing members of the profession. They uphold rules, regulations, policies, and procedures,

and demonstrate professionalism as well as social responsibility. Members with good interpersonal relationship skills are able to establish and maintain mutually satisfying relationships, and have a positive outlook toward social exchange. With many departments incorporating community policing, developing interpersonal relationship skills is extremely important. Members, who have difficulty with interpersonal relationships, will be unable to develop and maintain relationships on a personal and professional level (Stein & Book, 2003; Turner, 2014).

3. *Stress Management: The stress management scale includes the subscales of stress tolerance and impulse control.*

The ability to withstand adverse events and stressful situations without falling apart is very important in the police profession. Police members who tolerate a high level of stress can choose the proper course of action for coping with stressful situations. Police members who tolerate stress well believe they can control and influence the situations in which they find themselves. Those members who do not tolerate stress well are often fearful and reactive and have high levels of anxiety. Impulse control is also a very important emotional competency. It enables members to resist or delay an impulse or temptation to act or respond. They can stay composed and refrain from aggression, hostility, and behaving irresponsibly. Impulse control becomes crucial with the media's attention constantly on directed at the police service. Problems with impulse control can result in frustration, impulsiveness, anger, explosiveness, and unpredictable behaviour (Stein & Book, 2003; Turner, 2014).

4. *Adaptability: The adaptability scale includes the subscales of reality testing, flexibility and problem solving.*

Adaptability involves the ability to be flexible and realistic and to solve a range of problems as they arise. The competency of reality testing requires members to be able to see things objectively, as they are, rather than what they fear or wish. Police members who are skilled in reality testing are able to search for objective evidence to confirm, justify, and support feelings, perceptions and thoughts. Members who do not possess this skill are disconnected and unrealistic in their assumptions on evaluations of situations. Flexibility is the competency that enables police members to adjust their feelings, thoughts and behaviour to changing situations. It allows them to be open to new ideas, to be tolerant and capable of reacting to change without being rigid. The

ability of police members to change their assumptions and actions when evidence suggests they are mistaken is necessary to succeed in law enforcement. A failure to develop flexibility can result in rigidity, resistance to change and outdated behaviour patterns. Police members are also under constant pressure to resolve problems quickly and effectively and therefore need to have good problem solving skills. Competence in problem solving enables police members to identify problems while generating and implementing practical solutions. Members without the skills of problem solving depend on assumptions and have a tendency to jump to solutions and conclusions (Turner, 2014).

5. *General Mood: The general mood scale includes the subscale of happiness and optimism.*

Optimism is the ability to maintain a realistic positive attitude, particularly in the face of adversity. The element of optimism is important to police members' emotional survival. The key to relating to others at the police station and in the community is keeping a hopeful approach to life. The result of low levels of optimism is pessimism, fear and uncertainty which can lead to self-induced stress. Happiness is a byproduct of the members' overall degree of emotional intelligence and functioning. Happiness is also associated with the general feelings of cheerfulness and enthusiasm. Unhappy police members will be dissatisfied with their work, their profession, and their lives. These members will lack internal motivation and drive and will have a negative attitude towards their work. They can ultimately withdraw from social contact, disconnect from the public, their families, and their peers (Stein & Book, 2003; Turner, 2014).

The synthesis of the models of Bar-On, Goleman and Mayer and Salovey will be integrated and presented in the table below.

Table 3.3: Three competing models, all labeled "Emotional Intelligence" (Mayer, Salovey & Caruso, 2000:401)

Mayer & Salovey (1997)	Bar-On (1997)	Goleman (1995)
Overall Definition "Emotional intelligence is the set of abilities that account for how people's emotional perception and understanding vary in their accuracy. More formally, we define emotional intelligence as the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others" (after Mayer & Salovey, 1997).	Overall Definition "Emotional intelligence is…an array of noncognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures." (Bar-On, 1997, p14).	Overall Definition "The abilities called here *emotional intelligence,* which include self-control, zeal and persistence, and the ability to motivate oneself." (Goleman, 19995a, p12). […and…] "There is an old-fashioned word for the body of skills that emotional intelligence represents: *character"* (Goleman, 1995, p28).
Major Areas of Skills and Specific Examples *Perception and Expression of Emotion* • Identifying and expressing emotions in one's physical states, feelings and thoughts. • Identifying and expressing emotions in other people, artwork and language, etc. *Assimilating Emotion in Thought* • Emotions prioritize thinking in productive ways. • Emotions generated as aids to judgment and memory. *Understanding and Analyzing Emotion* • Ability to label emotions, including complex emotions and simultaneous feelings. • Ability to understand relationships associated with shifts of emotion. *Reflective Regulation of Emotion* • Ability to stay open to feelings. • Ability to monitor and regulate emotions reflectively to promote emotional and intellectual growth (after Mayer & Salovey, 1997, p.11). Model Type *Ability*	Major Areas of Skills and Specific Examples *Intrapersonal Skills* • Emotional self-awareness • Assertiveness • Self-regard • Self-actualization • Independence *Interpersonal Skills* • Interpersonal relationships • Social responsibility • Empathy *Adaptability Scales* • Problem solving • Reality testing • Flexibility *Stress Management Scales* • Stress tolerance • Impulse control *General Mood* • Happiness • Optimism Model Type *Mixed*	Major Areas of Skills and Specific Examples *Knowing One's Emotions* • Recognizing a feeling as it happens • Monitoring feelings from moment to moment *Managing Emotions* • Handling feelings so they are appropriate • Ability to soothe oneself • Ability to shake off rampant anxiety, gloom or irritability *Motivating Oneself* • Marshalling emotions in the service of a goal • Delaying gratification and stifling impulsiveness • Being able to get into the "flow" state *Recognizing Emotions in Others* • Empathetic awareness • Attunement to what others need or want *Handling Relationships* • Skill in managing emotions in others • Interacting smoothly with others Model Type *Mixed*

In summary, three main models of emotional intelligence exist, see table 3.4. These are mental ability models and mixed models of emotional intelligence. The first model by Mayer & Salovey (1990) perceives emotional intelligence as a cognitive ability, which focuses on emotions themselves and their interactions with thought. Mixed models of emotional intelligence as presented by Bar-On and Goleman regard emotional intelligence to consist of cognitive ability and personality factors which influence well-being. Although mixed and mental ability models are substantially different, all these models of emotional intelligence implicate the awareness of emotions and the management of emotions as being a prerequisite of an emotionally intelligent individual (Mayer, Salovey & Caruso, 2000; De Miranda, 2011). The Bar-On model of emotional intelligence appears to be most applicable to the challenging SAPS environment.

3.7 Development of emotional intelligence interventions in workplace

Many developmental and training initiatives have been designed to educate people about the relevance of emotional intelligence in the workplace, since the widespread interest in the emotional intelligence construct. These initiatives aim to assess individual strengths and weaknesses and to provide a framework to develop and enhance their ability to interact with greater emotional intelligence (Boyatzis, 1999). In the SAPS there are also pro-active programmes with the main aim on enhancing police members' capabilities and functioning within the police environment. As a form of pro-active service, police social work services developed capacity building programmes such as stress management, general life skills, substance dependence, colleague sensitivity, managing financial difficulties and HIV awareness (Stutterheim & Weyers, 2004). Currently there is no social work pro-active programme based on emotional intelligence in the SAPS.

Cherniss (2000:42) highlights four reasons why the workplace could be an ideal setting for evaluating and improving emotional intelligence competencies:

> 1. "Emotional intelligence competencies are critical for success in most jobs;

2. Many adults enter the workplace without the competencies necessary to succeed or excel at their jobs;

3. Employers have established means and motivation for providing emotional intelligence training; and

4. Most adults spend the majority of their working hours at work".

Emotional intelligence training programmes can provide training in several different areas within an organisation, namely stress management training, conflict resolution, communication and empathy training, self-management training, as well as management training (Cherniss, 2000).

Ramesar *et al.* (2009) recommendations and key findings regarding the relationship between emotional intelligence and stress management are as follows:

1. The development of emotional intelligence as a skill for coping with stress.

2. A more in-dept use of psychometric instruments to ascertain developmental areas in the arenas of stress management.

3. The development of the levels of empathy, social responsibility and interpersonal relationships.

According to Ramesar *et al.* (2009) organisations use programmes that focus on the theory of stress, symptoms of stress and reactions to stress rather than encouraging an understanding of emotional intelligence as a prerequisite to understanding reactions to stress. This is also true for the SAPS. These authors are also of the opinion that the concepts of self-regard, emotional self-awareness, assertiveness, independence, interpersonal relations, reality testing, flexibility, problem solving, stress tolerance, optimism, happiness, social responsibility, empathy, impulse control and self-actualisation should be included in emotional intelligence training for such training to be effective and successful.

3.8   Conclusion

This chapter has covered the history and development of emotional intelligence theories. The continuum of thought, theory and ideology concerning emotional

intelligence and its possible application in the police environment was explored, in order to identify the essential development areas of police members' emotional intelligence. Attention was also given to emotional intelligence and stress management in a law enforcement context, given the stressful nature of police work. Theoretical conceptualisation, models and research findings are clear about the importance and relevance relating to emotional intelligence as a construct. Practitioners have developed interventions in the form of training to educate and develop people and organizations on emotional intelligence. The police social work services have five national pro-active programmes in place to develop and educate police personal. However, an emotional intelligence programme has not been developed. Empirical research done on the essential development areas of police members' emotional intelligence may contribute to the development of such an endeavor. The next chapter will report the findings of the empirical study.

Chapter 4: Empirical investigation of SAPS social workers' views on essential development areas of police members' emotional intelligence

4.1   Introduction

A literature review was undertaken in chapters 2 and 3 which provide the basis for the empirical study, described and discussed in this chapter. The purpose of this chapter is to explore the views of social workers in the SAPS on the essential development areas of police members' emotional intelligence.

As indicated in the first chapter, a qualitative approach was deemed appropriate since the intention of the researcher was to gain an understanding of the essential development areas of police members' emotional intelligence as viewed by social workers. Therefore qualitative data analysis will be the primary focus for the empirical study. The data presented in this chapter was collected through the use of semi-structured interviews and analysed according to the exploratory and descriptive research design. References to the literature review and discussions regarding its correlation with the data will be presented. Appropriate deductions regarding the identified themes, sub-themes and related categories will also be provided. The layout of this chapter represents the semi- structured interview schedule (See annexure A).

Section A: Research method

The research methodology was discussed in chapter one and will be reflected on in this chapter.

4.2   Preparation for investigation

4.2.1   Ethical considerations

The importance of obtaining written informed consent is becoming a condition rather than luxury (Strydom, 2011:117). This study received ethical clearance from the University of Stellenbosch as well as approval from the Provincial Commissioner, legal

services and the Social Work department of the SAPS. Approval was given by the SAPS only after the researcher submitted her proposal and signed certain undertaking, indemnity and conditions. The conditions were stipulated as follows:

- That the researcher will respect the privacy of the members and will not divulge any information received from the members of the Service and such information will at all times be treated as strictly confidential;

- The interviews are confined to the conducting of said interviews with the members at the identified station;

- The researcher will complete an indemnity form prior to the commencement of her research, in terms of which the SA Police Service is indemnified against any injury, personal damage or any loss suffered during the research;

- If information pertains to the investigation of crime or a criminal case, the researcher must acknowledge that, he/she by publication thereof, may also be guilty of defeating or obstructing the course of justice or contempt of court;

- The researcher will conduct the research without disrupting the duties of the members;

- Prior arrangements must be made timeously with the Station Commander of such members to be interviewed to ensure service delivery is not hampered;

- The researcher may not take any photographs of any office or state building as that may compromise security of the police station and is prohibited by law;

- The researcher will donate a copy of the research work to the Service.

4.2.2 Pilot study

A study was done as a means of testing the instrument of data collection and to ascertain whether the questions were clear and easily understood. According to Fouché and Delport (2011:73), the pilot study is "a dress rehearsal for the main investigation". No changes were necessary since the questions were easily understood.

4.2.3 Research sample

The sample group was made up of 20 occupational social workers in the SAPS. The criteria for inclusion were as follows:

- The social workers needed to be registered with the South African Council for Social Service Professions;

- Practicing social work in the police environment as an occupational social worker and/or forensic social worker for at least two years;

- And assisting or counseling police members and/or conducting social work pro-active intervention programmes.

4.2.4 Research approach, design and instrument

For the purpose of this study, the researcher used a qualitative approach. According to Delport and Fouché (2011:433), quoting the view of Babbie and Mouton, qualitative research is concerned with "describing and understanding human behavior; naturalistic observation; and the subjective exploration of reality from the perspective of an insider". The study was based on exploring the subjective views of social workers on the essential development areas of police members' emotional intelligence. Therefore, an explanatory and descriptive research design was selected. The goal of this kind of research design is best met when qualitative data is used (Fouché & De Vos, 2011:96). A semi-structured interview schedule was used during personal and telephonic interviews. According to Greeff (2011:351), semi-structured interviews are useful in order to gain an in-depth picture of participants' beliefs, or perceptions or accounts regarding a particular topic (Greeff, 2011:351). The interview schedule was based on the information gathered from the literature review in chapters 2 and 3. The questions asked were mostly open ended. This allows participants to give a fuller picture of the topic, or even introduce an issue the researcher did not think of prior to the interview (Greeff, 2011:352). The interview schedule was used as a guide rather than to be dictated by it. Before conducting the interviews, the researcher sensitised the participants on the topic of emotional intelligence. Personal face-to-face interviews were recorded by using a voice recorder. Permission was first obtained by participants, before a voice recorder was used. The researcher also made use of telephonic interviews. According to Delport and Roestenburg (2011:171), the researcher asks the questions

telephonically through a person-to-person interview using a type of structured interview schedule. With telephonic interviews, the researcher asked the questions telephonically through a person-to-person interview and recorded the answers. Telephonic interviews allowed the interviewer to gather data quickly. Though expensive, the telephonic interviews still cost less than field interviews. This method was convenient as the researcher could gather data from widely dispersed populations. The researcher conducted ten personal face-to-face interviews as well as ten telephonic interviews. The researcher noticed that during the telephonic interviews the participants shared information freely, as if talking to a friend. Although they are briefed about the voice recorder, it did not seem to have any effect. During face-to-face interviews the voice recorder did seem as a distraction to the participants, although none of them were opposing it.

4.2.5   Recruitment of participants

To gain entry into the community, the researcher made contact with the provincial head of social work services. The researcher was invited to do a formal presentation to the provincial head and all available social workers at the time, regarding the aim and objectives of her study, on 28 May 2015. A list of names and telephone numbers of the social workers in the Western and Southern Cape was provided by the provincial head of social work services to the researcher. The researcher phoned and made individual appointments with the social workers who wanted to partake in the study. Interviews were conducted from 26 June 2015 until 8 December 2015. Each social worker who participated in the study signed an informed consent form (Annexure B). The data for the research was gathered by means of an interview schedule and semi-structured interviews using a voice recorder.

4.2.6   Data gathering and analysis

Data analysis is the process whereby data collected is organised and interpreted in order to produce meaningful findings (Schurink, Fouché & De Vos, 2011:397). In this section of the chapter, the data obtained through the study was analysed by using qualitative data analysis. Schurink *et al.* (2011:397), states that qualitative data analysis would involve reducing large volumes of raw information, sifting significance from trivia, identifying significant patterns and thereafter constructing a framework that would allow for communication of key findings (Schurink *et al.*, 2011:397). The qualitative data

obtained during semi-structured interviews with social workers was organised according to themes, sub-themes and categories. Excerpts of narratives of the participants were used in the exploration of the different themes. All the themes, sub-themes and categories are presented in table form before being discussed in further detail. The profile of the participants is presented and analysed, thereafter the rest of the results according to themes. The existing relationship between the data and that of the literature study presented in the previous two chapters are also evaluated (Schurink *et al.*, 2011:402).

4.2.7 Limitations of study

Personal face-to-face as well as telephonic interviews were conducted. This method was convenient and cost effective as the researcher could gather information from a widely dispersed population. However, using the telephonic interviews did not interfere with the quality of the interviews that was conducted because the participants shared information freely with the researcher. The researcher did notice that with the face-to-face interviews the participants were more distracted by the voice recorder than those who were telephonically interviewed.

The researcher received approval from the provincial commissioner of the Western Cape to conduct her studies. The researcher was therefore limited to only interview SAPS social workers in the Western and Southern Cape. However, this did not influence the aim of the study because the researcher was only interested in the views of social workers regarding the views of social workers in the SAPS on the essential development areas of police members' emotional intelligence.

4.2.8 Reflexivity

The researcher made use of a qualitative approach and in doing so is aware that there is an understanding that researchers bring their own subjectivity into the research process. According to Creswell (2013:47), through the process of reflexivity the researcher locates herself/himself in the study in terms of "their background (e.g. work experiences, cultural experiences and history), how it informs their interpretation of the information in a study and what they have to gain from the study".

The researcher shared a similar professional background as the participants. The researcher is currently a training official for the past ten years but started her career in

the SAPS as a social worker. Although the researcher is not a practicing social worker, she is aware of the fact that she had previous experience in implementing social work interventions in the SAPS. Therefore, the researcher is acutely aware of subjectivity and bias that may affect the research process. Regard was given to remain objective and detached from the participants throughout the process, since a few of the participants were former colleagues.

Section B: Biographical information of participants

In this section the biographical information of the participants will be discussed, according to the questions asked on the semi-structured interview schedule.

4.3   Biographical information of participants

The biographical information is expounded in a quantitative manner in order to present the context of the research. This however does not convert the research from a qualitative to quantitative research method of inquiry. Therefore the biographical information is illustrated by means of numeric percentages, figures and tables in order to present a biographical overview of participants' context.

The biographical information presented and discussed is as follows:

- The participants years of experience as a registered social worker in the SAPS;

- How many police members they work with per month and in what capacity;

- A description of the services they render to police members.

4.3.1 Years of experience

The participants were asked to give an indication of the number of years of experience they had as a registered social worker in the SAPS. The resultant data is displayed in Figure 4.1 below:

Figure 4.1 Years of experience as a social worker in SAPS
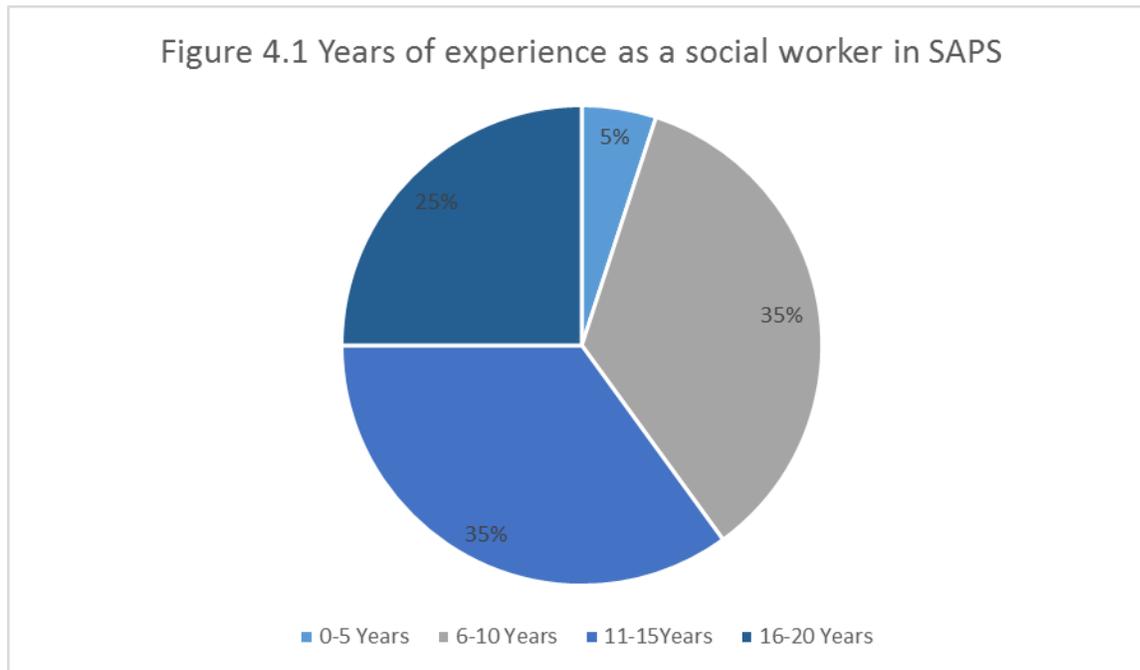
N=20

One (5%) of the participants has between 0-5 years' work experience as registered social workers in the SAPS. Seven (35%) participants have between 6-10 years' work experience; seven (35%) participants have between 11-15 years' experience and five (25%) have 16-20 years' experience. The one participant in the category of 0-5 years' work experience had 3 years' experience as a social worker in SAPS and was utilise as an intake social worker. It is important to note that all social workers had previous work experience before they joined the SAPS. It can be included that the social workers who were interviewed have sufficient experience in working with police members. As seen in figure 4.1 the social workers' work experience ranged from three to twenty years in the SAPS. The criteria for inclusion were that social workers needed to work with police members for at least two years in the SAPS. All the social workers interviewed, met this criteria.

4.3.2 Caseload per month and the capacity of the social worker

The researcher interviewed the participants to determine their average caseload per month and in what capacity they render a social work service to police members. Research findings are illustrated in table 4.1 below, which will be followed by a discussion.

Table 4.1: Average caseload of social workers per month

Average Caseload			
Participants	**Casework**	**Pro-active Programmes**	**Social Worker's Capacity**
A	20 Police members	60 Police members	Occupational Social Worker
B	30 Police members	15 Police members	Occupational Social Worker
C	20 Police members	60 Police members	Occupational Social Worker
D	22 Police Members	15 Police members	Supervisor: Occupational Social Worker
E	10 Clients/Police members		Forensic Social Worker
F	30 Police members	15 Police members	Occupational Social Worker
G	12 Clients/Police members		Forensic Social Worker
H	11 Clients/Police members		Forensic Social Worker
I	11 Clients/Police members		Forensic Social Worker
J	22 Police Members		Occupational Social Worker
K		60 Police members	Occupational Social Worker
L	16 Clients/Police members		Forensic Social Worker
M	11 Clients/Police members		Forensic Social Worker
N	30 Police members	50 Police members	Occupational Social Worker
O	10 Clients/Police members		Forensic Social Worker
P	25 Police members		Occupational Social Worker
Q	11 Clients/Police members		Forensic Social Worker

R	5 Clients/Police members		Supervisor: Forensic Social Worker
S	12 Clients/Police members		Forensic Social Worker
T	21 Police members	15 Police members	Occupational Social Worker

N=20

The SAPS is focusing on occupational social work as a field and forensic social work which is in the process of being regulated as a specialised field in social work (Forensic social work procedure manual 2010). Ten (50%) occupational social workers as well as 10 (50%) forensic social workers were interviewed, including the occupational and forensic social workers' supervisor. As seen in table 4.1, all forensic social workers focus on casework. Although most occupational social workers are involved in casework and pro-active programmes, 1 (5%) indicated that she mostly does pro-active programmes and 1 (5%) mostly does casework. It is important to note that all the social workers are based at police stations or units, where they are constantly interacting with police members, either as a colleague or a client. Therefore, the researcher was able to draw from their views and experiences.

4.3.3 Description of services rendered to police members

The participants were asked to give a brief description of the services they primarily render. These will be outlined in table 4.2 below.

Table 4.2: Services rendered by social workers in the SAPS

Services Rendered	
Occupational Social Work	**Forensic Social Work**
• Casework: e.g. counselling, workplace functioning, referrals, transfers, relationship problems, domestic violence, home and hospital visits etc.	• Casework: assisting the SAPS members in the investigation of child sexual abuse cases
• Group work: e.g. support groups for disability, substance abuse and parental support groups	• Conduct forensic assessments of cases of alleged child abuse referred by SAPS and/Judicial system

• Pro-active programmes: stress management, anger management, substance dependency, life skills, financial management, trauma management and debriefing	• Provide scientifically based court reports in order to assist in the investigative and legal process
• Projects/Big events: e.g. 16 days of activism for no violence against women and children, candlelight memorial services, World Aids day etc.	• Deliver expert testimony in court
• Supervision of Occupational Social Workers	• Supervision of Forensic Social Workers

When analysing table 4.2, occupational social workers does trauma debriefing, including the occupational social worker's supervisor. The reason for this is that police members are often exposed to unpleasant circumstances which are unfamiliar to the wider community (Chabalala, 2005:46). This can include visits to violent crime scenes, serious motor vehicle accidents, shooting incidents, as well as confrontations with offenders (Watson, Jorgensen, Meiring & Hill, 2012:183-184). Occupational social workers indicated that they do case, group and pro-active programmes as well as assisting with projects and big events. Forensic social workers indicated that they do casework and assist the police members (investigating officials) in the investigation of child sexual abuse cases and keep contact with the investigating official on a regular basis until such a case is closed. The intense and sensitive nature of such cases would require investigating officials to have certain emotional intelligence skills which the occupational as well as the forensic social workers are able to observe.

The reason for reflecting on the views of social workers is because social work in SAPS is regarded as a unique profession with specific legislative mandates and statutory functions which rely on scientific research to intervene in the lives of people to restore maintain and enhance the functioning of individuals, groups, organizations and communities (Forensic Social Work Procedure Manual, 2010). Therefore, the SAPS is employing occupational and forensic social workers. The rationale for using social workers to reflect on the development areas of police members' emotional intelligence is because of their expertise and experience in working with police members. Given the nature of their work, social workers should be able to identify the essential development areas of police members' emotional intelligence because of their interaction, observation

and assistance of police members in line with their duties. Valuable information can be drawn from their expertise and work experience. It is noteworthy that two participants started as occupational social workers in the SAPS, before being appointed as forensic social workers in 2007.

4.4　Theme, sub-themes and categories

These themes were based on the Bar-On model of emotional intelligence. In this model, Bar-On outlines five components of emotional intelligence namely intrapersonal, interpersonal, adaptability, stress management and general mood. The Bar-On model of emotional intelligence appears to be the most applicable in the challenging SAPS environment. It focuses on emotional and social abilities including the ability to be aware of, understand and express ourselves and the ability to be aware of, understand and relate to others and being able to deal with strong emotions. It also includes the ability to change and solve problems of a personal and social nature (Bar-On, 1997).

Six themes were identified in the semi-structured interview schedule, which were then broken down into sub-themes and categories according to the data provided by the participants. These themes, sub-themes and categories are presented in table 4.3 below.

Table 4.3: Themes, sub-themes and categories

THEMES	SUB-THEMES	CATEGORIES
EMOTIONAL INTELLIGENCE 1. The role of emotional intelligence in the SAPS	a) Emotional intelligence has a role to play in service delivery	(i) Improve service delivery and increase customer and career satisfaction
	b) Emotional intelligence has a role to play in interpersonal relationships	(i) Improve interpersonal relationships in the workplace and in general
	c) Emotional intelligence has a role to play in social competency	(i) Enhance emotional and social competency to deal with professional and personal life
ESSENTIAL DEVELOPMENT AREAS 2. Intrapersonal Skills	a) Knowing yourself and others will result in positive outcomes	(i) Members need to be self-aware, assessing emotions and respond appropriately (ii) Managers also need to develop intrapersonal skills
	b) Emotional-control can enhance professional service delivery	(i) Members need to be able to control their emotions and express their feelings in a professional manner
3. Interpersonal Skills	a) Interpersonal skills are essential for good service delivery to the community	(i) Empathy and good people skills can enable members to understand and relate better to the client/victim
	b) Interpersonal skills are essential to improve relationships within the SAPS	(i) Empathy and good people skills can improve relationships amongst police members
4. Stress management Skills	a) Due to the nature of police work, stress management skills are essential to possess and to develop in the workplace	(i) Stress management skills can assist police members to cope with stress and pressure in the police environment
	b) Police members need to find balance	(i) Police members need to be able to balance work and family life
	c) Stress management and debriefing can assist police members in their work	(i) Stress management programmes and trauma debriefing is helpful

5. Adaptability Skills	a) Adaptability skills are essential in the police environment	(i) Police members who do not adapt can fall apart
		(ii) Some police members adapt negatively to the police environment
	b) Members need to be able to adapt to constant changes in the police environment	(i) Nothing is certain in the SAPS and members need to constantly adjust to changes
		(ii) Some members find it difficult to change
6. General Mood	a) Optimism is essential in the police environment, but members are generally not optimistic	(i) Difficult to be optimistic in a negative working environment
	b) Members who strive to be optimistic influence the police environment for the better	(i) Commanders and fellow colleagues who show optimism absorb pressure in the workplace

Section C: Emotional intelligence

In this section, the researcher aims to explore the concept of emotional intelligence and whether emotional intelligence has a role to play in the SAPS and the reasons thereof.

4.5   Theme 1: Role of emotional intelligence in SAPS

Participants were asked to share their views on whether emotional intelligence has a role to play in the SAPS. Three sub-themes and three categories emerged within this theme and are highlighted in table 4.4. Schurink *et al.* (2011:410), supports this process by stating that classification means taking the text or qualitative information apart and looking for categories, themes or dimensions of information.

Table 4.4: Views of participants regarding the role of emotional intelligence in the SAPS

<table>
<tr><td colspan="2">THEME 1: The role of emotional intelligence in the SAPS</td></tr>
<tr><td>SUB-THEMES</td><td>CATEGORIES</td></tr>
<tr><td>Emotional intelligence has a role to play in service delivery</td><td>Improve service delivery and increase customer and career satisfaction</td></tr>
<tr><td>Emotional intelligence has a role to play in interpersonal relationships</td><td>Improve interpersonal relationships in the workplace and in general</td></tr>
<tr><td>Emotional intelligence has a role to play in emotional and social competency</td><td>Enhance emotional and social competency to deal with professional and personal life</td></tr>
</table>

(a) Sub-theme: Emotional intelligence has a role to play in service delivery.

This sub-theme explores the role of emotional intelligence in service delivery in the SAPS. One category emerged from this sub-theme, namely that emotional intelligence can improve service delivery and enhance customer and career satisfaction.

(i) Category: Emotional intelligence can improve service delivery and enhance customer and career satisfaction.

Participants were of the opinion that emotional intelligence can improve service delivery and enhance customer and career satisfaction in the SAPS. The following narratives confirm this view.

"If members are more <u>in touch with</u> their <u>emotions</u> and <u>relating to</u> other <u>people</u>, it will <u>increase customer satisfaction</u>." There will be better interaction between the police and community" (Participant A).

"Yes, police <u>members need people skills</u>, they deal with people, it is very important on all levels" (Participant B).

"I think it has a <u>big role to play</u>… there are different challenges because we are working with different people" (Participant F).

"Yes, you can make a <u>success of</u> your <u>career</u> in SAPS if you are emotionally intelligent" (Participant K).

From the abovementioned excerpts of narratives, it is evident that social workers in the SAPS regard emotional intelligence as having a role to play in the challenging police environment. Participant A and B concurred that police members need skills to relate to other people and in doing so will increase customer satisfaction. Participant K pointed out that emotional intelligence can lead to career success.

These findings concurred with literature that emotional intelligence affects a wide range of work behavior such as commitment, teamwork, innovation, quality of service etc. (Zeidner *et al.*, 2004:386). According to Cooper (1997), research shows that people with high levels of emotional intelligence experience more career success, lead more effectively, build stronger relationships and enjoy better health than those with lower emotional intelligence. Bar-On (1997) concludes that emotional intelligence influences one's ability to succeed in coping with environmental demands and pressures, clearly an important set of behaviours to have when working under stressful conditions, such as in a law enforcement context. Based on the above views, it can be concluded that emotional intelligence has a role to play in improving service delivery and increase customer and career satisfaction in the SAPS.

(b)   Sub-theme: Emotional intelligence has a role to play in interpersonal

relationships

The second sub-theme identified was that emotional intelligence has a role to play in interpersonal relationships. One category was identified within this sub-theme, namely that emotional intelligence can improve interpersonal relationships in the workplace and generally.

(i)   Category: *Emotional intelligence can improve interpersonal relationships in the workplace and in general*.

Participants were of the opinion that emotional intelligence can improve interpersonal relationships in the workplace and in general. The following narratives confirmed this view.

"*Generally most of the problems in the police is <u>relationship issues</u>, coping skills, interaction with others, especially with their managers… emotional intelligence will develop better working relationships and coping skills*" (Participant C).

"*It has a very important role to play. Police members will have <u>better relationships</u> with each other, they will respect each other more and they will not hide behind their <u>rank</u>*" (Participant N).

Researcher: Could you elaborate a little bit more on what you mean by hiding behind their rank?

"*In my opinion police members will arrive on a scene and <u>treat</u> other <u>members</u> <u>however they feel</u> they should and that members should just be happy with the treatment and keep quiet because they think they should protect the senior member or the rank*" (Participant N).

"*You can be emotionally intelligent but the SAPS as employer does not recognise it. <u>Managers should have the skills</u> to work better with members*" (Participant S).

As seen in the above excerpts of narratives, participant C, N and S were in agreement that emotional intelligence can improve interpersonal relationships amongst junior and senior member, which can lead to better working relationships.

Young (2004:185) is also of the opinion that there is a lack of supportive structure within the SAPS, which results in free floating rather than contained anxiety. Studies done by Guile *et al.* (1998), shows that police members experience that there is not a supportive and caring climate in the SAPS. Marks (1995) add that despite the extreme difficult work that police members do, they receive little or no acknowledgement for their work.

(c)   Sub-theme: Emotional intelligence has a role to play in emotional and social competency

The third and final sub-theme identified, suggest that emotional intelligence has a role to play in emotional and social competency. One category was identified within this sub-theme and is explored below.

(i)   Category: Emotional intelligence can enhance emotional and social competency to deal with professional and personal life

Participants were of the opinion that emotional intelligence can enhance the police members' emotional and social competency to deal effectively with professional and personal life. The following narratives confirmed this view.

> *"Yes, if investigating officials are able to <u>understand</u> their <u>emotions</u> and what triggers it, it will be easier for them to <u>take control</u>"* (Participant L).

> "*We and the investigating officials deal daily with relationships and family… we deal with perpetrators… so you really need to find a way that is going to <u>keep your emotions in check</u> so you can deal with the victim as well as the perpetrator with respect"* (Participant G).

> *"It will help the SAPS to <u>improve emotional</u> and <u>social competency</u> and to understand their own emotions and how to empathise with clients and their spouses. To enhance their self-control and social skills, because most members would do things without thinking. They would react instead of thinking about their reactions. They would react emotionally. It is a lack of impulse and self-control"* (Participant I).

> *"Police members are <u>not</u> really <u>trained to work with people</u>. They work with people in certain dimensions, with criminals or prevent people from doing crimes. They were never taught or assessed to see if they have that competency and if not, how they can be taught to be emotionally intelligent. SAPS must change their status to people and not necessarily crime and deal with people in another manner. Then they will have more success in combatting crime and being part of the community"* (Participant J).

Participant L, G and I are in agreement that emotional intelligence can enhance police members' emotional and social competency, to deal with the stressful police environment. Members need to be able to understand their emotions, take control of their emotions and empathise with clients on a daily basis. Participant J expressed her concern that police members were not trained to work with people or assessed to determine whether they do have emotional intelligence competencies. Participant I pointed out that some members have a lack of impulse control and do things without thinking. According to literature a member's emotional intelligence whether it is a lack of emotional awareness or inability to control emotions, will emerge in an emotionally

charged and stressful situation (Saville, 2014). The said author is also of the opinion that most police training and education have downplayed the role of emotions.

Bar-On (1997) in Ismail *et al.* (2010:14) states that the level of emotional intelligence will increase individuals' competencies and this may help them to decrease external pressures and demands and increase human wellbeing. According to Burnett (2006) emotionally intelligent police members are more able to resist the pressures and burdens of stress and are capable to resolve stressful emotions in their professional and personal lives. Burnett (2006) is also of the opinion that emotional intelligence should be considered by police agencies as a training tool to develop police members' emotional intelligence.

It can be concluded from these research results that emotional intelligence can enhance the emotional and social competency of police members to deal with police work and their personal life.

Section D: Essential development areas of police members' emotional intelligence

This section aims to explore the essential development areas of police members' emotional intelligence through the views of social workers. Emotional intelligence skills are tactical and dynamic skills that a police member should be able to demonstrate as the situation requires to become more competent, professional and efficient in their work.

The following essential development areas identified will be presented and discussed with examples, namely intrapersonal skills, interpersonal skills, stress management, adaptability and general mood, based on the Bar-On model of emotional intelligence.

4.6   Theme 2: Intrapersonal skills

Participants were asked whether they consider intrapersonal skills in general as essential for police members to possess and develop in the police environment. Two sub-themes and three relevant categories were identified and are presented in table 4.5.

Table 4.5: Intrapersonal skills as an essential skill for police members to possess and to develop

THEME 2: Intrapersonal skills as essential in the police environment	
SUB-THEMES	**CATEGORIES**
Knowing yourself and others will result in positive outcomes	Members need to be self-aware, assessing the emotion of others and respond appropriately
	Managers also need to develop intrapersonal skills
Emotional self-control can enhance professional service delivery	Members need to be able to control their emotions and express feelings in a professional manner

(a) Sub-theme: Knowing yourself and others will result in positive outcome

This sub-theme explored the views of participants that police members' ability to know and understand themselves and others will have a positive effect in their work environment. Two categories were identified with this sub-theme and are explored below.

(i) **Category:** *Members need to be self-aware assessing the emotions of others and respond appropriately*

Participants suggested that police members need to be able to be self-aware, assessing the emotions of others and respond appropriately in certain situations. The following narratives highlighted this view.

"Considering the challenges that police members face in the working environment, they have to have intrapersonal skills. They need intrapersonal skills to help and express themselves better in certain situations" (Participant T).

"If an officer doesn't have intrapersonal skills, he won't know what his reactions will be, or how his reactions will have an impact on clients whether negative or positive. Members have different reactions due to different circumstances at home or where they come from. If you are not aware of those things, it will be chaotic…" (Participant R).

"If they have intrapersonal skills, they will have a better understanding of <u>how they function in relationships</u> with colleagues, commanders, subordinates and the public. If they know themselves, they'll know how and why other people affect their lives" (Participant K).

It is evident when reflecting on the narratives above that participant T, R and K agreed that it is vital for police members to have intrapersonal skills, considering the challenges they face on a daily basis. Participant T was of the opinion that intrapersonal skills will help members to express themselves better in certain situations. Participant R was concerned that when a member is lacking intrapersonal skills, he/she will be unaware of how his/her reactions may impact on a client and respond inappropriately. Participant K concurred and added that if police members have intrapersonal skills they will have a better understanding of how they function in relationships with the public, colleagues, commanders etc. To be capable of self-awareness, assessing the emotions of others and responding appropriately to reduce the necessity of force is an attribute all police members should embrace (Burnett, 2006:16).

Based on the above views it can be concluded that the participants regard intrapersonal skills essential for police members to possess, enabling them to be more self-aware, assessing the emotions of others, respond appropriately and affect positive outcomes in their work. This correspondents with Bar-On's definition of intrapersonal skills which concerns a person's ability to know and manage himself. Success in this area indicates that a person is able to express his/her feelings adequately, live and work independently and has the necessary confidence to express his/her ideas and beliefs comfortably (Barnard & Herbst, 2005:59).

(ii)   ***Category:*** *Managers also need to develop intrapersonal skills*

Participants were of the opinion that managers also need to develop intrapersonal skills, to better working relationships with their subordinates.

"Things are not dealt with. People are scared of <u>managers</u> and supervisors, they are scared of conflict. Managers never feel they are wrong, they never apologise. They don't have the knowledge and are <u>not competent</u> to do their jobs (generally speaking). If you are a manager, people can see what type of person you are and see what you are doing, even if you as a manager don't think they do. If you don't

know yourself and listen to that little voice that tells you not to make an issue of little things and focus on how do I get this person to do what she should…" (Participant J).

"There are a lot of infighting in SAPS. It's because of the rank system and <u>autocratic approach</u>…" (Participant I).

"Most of the policemen work in a negative environment. People being negative, rank issues, people feeling that <u>ranks</u> are <u>being abused</u>, in terms of making others feel bad, which ultimately makes police members feel very negative about themselves…" (Participant P).

From the abovementioned narratives, it is clear that participants J, I and P voiced their concern that ranks are being abused by some managers due to a lack of intrapersonal skills. According to participant J, they "never" apologise and participant P added that it ultimately makes police members negative.

From the abovementioned narratives, it can be deducted that all police members, including managers can benefit from possessing and developing intrapersonal skills in the police environment.

(b) Sub-theme: Emotional self-control can enhance professional service delivery

This sub-theme explored whether emotional self-control can enhance professional service delivery. One category was identified within this sub-theme.

(i) **Category:** *Members need to be able to control their emotions and express their feelings in a professional manner*

Participants were of the opinion that emotional self-control can enhance professional service delivery. The following narratives supported this.

"You have to be in <u>control </u>of your <u>own feelings</u> to deal with the community in the correct manner" (Participant G).

"Yah, especially in the type of cases we deal with. You get a victim that has been raped. So the member needs to be able to have <u>good intrapersonal skills</u> by controlling himself. Everyone would at this point 'murder' the person that has

raped the victim but he needs to keep calm and handle the situation as effectively as possible" (Participant H).

"If they take control of their emotions, they will be able to <u>guide the client through</u> the <u>difficult process</u> of giving a statement" (Participant L).

Participant G, H and L were in agreement that it is imperative for police members to have good intrapersonal skills such as emotional self-control, to be able to handle situations effectively and to guide clients through difficult experiences.

It can be concluded that intrapersonal skills such as emotional self-control is essential for police members to possess and to develop in the police environment and can enhance professional service delivery. This correlates with Bar-On hypothesis that individuals with higher than average emotional intelligence are in general more successful in meeting environmental demands and pressures. He also notes that a deficiency in emotional intelligence can mean a lack of success in the workplace as well as emotional problems (Bar-On, 2002).

4.6.1 Specific examples where police members demonstrated intrapersonal skills

Participants were asked to describe by means of a specific example where a police member demonstrated the use of intrapersonal skills and the outcome thereof. Participants were able to give examples where intrapersonal skills were demonstrated by police members. The examples are as follows:

Table 4.6: Narratives of examples where police members demonstrated intrapersonal skills

Narratives:
"A senior member addressed an angry crowd. He expressed sympathy towards them and talked to them in a respectful manner. **It is good for crowd control**. *Having those qualities calmed the crowd"* (Participant B).
"The investigating officials needed to **arrest** *the perpetrator. The family of the perpetrator was upset because they believed in his innocence and accused the member of being bias.* **The member kept calm and explained** *that this was* **procedure** *and they had the right to apply for bail"* (Participant G).
"The member attended to a **domestic violence complaint**. *The wife complained that the*

> *husband acted violently when asking where his food was.* **The member listened** *to the husband and stayed in* **control** *of* **himself***. He* **prevented the situation from escalating***. It shows how important intrapersonal skills are in the outcome of a situation"* (Participant T).

Participant B highlighted her opinion that having good intrapersonal skills is useful in crowd control. Participant G and T pointed out that if a member keeps calm, control himself/herself and listen well, it can prevent situations of arrest and domestic violence from escalating. Participant T concluded that it shows how important intrapersonal skills are in the outcome of a situation.

The very nature of police work can produce conflict and highly charged emotional situations. Therefore, police members are required to maintain self-control and be calm even in the face of danger (Burnett, 2006:10). According to Dar, et.al. (2011:51), high emotional intelligence levels and enhanced psychological well-being will be useful in mob violence, mass demonstration, police attacks, etc.

The abovementioned examples of the participants showed that police members are able to demonstrate their intrapersonal skills and affect positive outcomes in their work environment.

4.7   Theme 3: Interpersonal skills

The participants were asked whether interpersonal skills such as empathy and good people skills are essential for police members to have in the execution of their duties. Two sub-themes and two categories were identified and are presented in table 4.7.

Table 4.7: Views of participants regarding interpersonal skills as an essential skill in the police environment

THEME 3: Interpersonal skills as essential in the police environment	
SUB-THEME	**CATEGORIES**
Interpersonal skills are essential for good service delivery to the community	Empathy and good people skills can enable police members to understand and relate better to the

	client/victim
Interpersonal skills are essential to improve relationships within the SAPS	Empathy and good people skills can improve relationships amongst police members

(a) Sub-theme: Interpersonal skills are essential for good service delivery to the public

The first sub-theme recognised interpersonal skills as essential for police members to possess to be able to render a good service to the public. One category was identified within this sub-theme.

(i)   Category: Empathy and good people skills can enable police members to understand and relate better to the client/victim.

Participants were of the opinion that interpersonal skills such as empathy and good people skills can enable police members to understand and relate better with the client/victim. The participants felt strongly that empathy is the key to better service delivery. The following narratives confirmed this view.

> *"Empathy is crucial. They are disconnected. Feeling apathy towards the client instead of empathy, because of how they see their own ability to resolve the situation"* (Participant D).

> *"Members must have good empathy and good people skills to give a good service to the community. The lack thereof will make the public think that the police don't care"* (Participant N).

> *"They work with the community. If they don't have empathy, they won't be able to work with or assist the community"* (Participant T).

> *"… especially with victims of crime. If they have empathy they can better understand and relate to the victim"* (Participant A).

> *"Yes I would say it is essential. Especially here in the Family Violence, Child Protection and Sexual Offences Unit (FCS), the investigating officials are very apathetic. Some members would judge people based on their race and social status. If the victim is white or professional looking then they will give a good*

service. If the victim is poor or if they smell, they will persuade the victim to drop the case" (Participant I).

From the abovementioned narratives, it is evident that empathy is regarded by the participants as essential for police members to possess in order for them to relate to the victim and assist the community. However, participant D, T and I did express concern about the lack of empathy that some members display and even feelings of apathy towards clients

Goleman (2001:36) points out that empathy competence gives people an awareness of others' emotions, needs, concerns etc. The empathetic person can read emotions and pick up on nonverbal cues. This sensitivity towards others is important for job performance, if the job entails working with people.

(b) Sub-theme: Interpersonal skills are essential to improve relationships within the SAPS

Some participants shared their views that interpersonal skills can also improve relationships within the SAPS. One category was identified.

(i)   Category: *Empathy and good people skills can improve relationships amongst police members*

Participants were of the opinion that empathy and good people skills is much needed and can also improve relationships amongst police members. The following narratives supported this point of view.

"You need to be able to work with your colleagues. Police members work in groups when they are on standby. When you are in a group you need to have good interpersonal skills to work with others" (Participant H).

"Yes… good interpersonal skills can improve relationships within the police force" Participant B).

"Today is much better than it was earlier years. The military side became less and the service side became more which helped in the police environment. When we deliver a service rather than just functioning in a military style, we have a different approach to people. We have more empathy, but we need to teach our

people emotional intelligence skills, one or two have it but the rest don't"
(Participant J).

"_We need to show empathy when people are going through difficult times. Understand that not everyone has this skill and it is much needed in SAPS_"
(Participant M).

The abovementioned narratives showed that good interpersonal skills are essential to improve relationships amongst police members and can lead to better service delivery to the public. Moreover, participant J and M concurred that police members need to be taught emotional intelligence skills, as this skill is much needed in the SAPS.

These findings correlate with Bar-On's model where the interpersonal area of emotional intelligence refers to what is known as "people's skills". People who function well in this area tend to be more responsible and dependable. They understand, interact with and relate well to others in a variety of situations (Barnard & Herbst, 2005:59). Bar-On also states that emotional intelligence develops over time and that it can be improved through training and therapy (Bar-On, 2002).

4.7.1 Specific examples where police members demonstrated interpersonal skills

Participants were asked to describe by means of a specific example where a police member demonstrated the use of interpersonal skills and the outcome thereof. Participants were able to give examples where interpersonal skills were demonstrated by police members. The examples are as follows:

Table 4.8: Narratives of participants where a police member demonstrated interpersonal skills

Narratives:
"_If I look at a case and see how the police handle their clients, then I can see that you get a **better statement if you use an empathetic approach**. If you see the statements you can tell which police member used empathy because of the amount of information they get from children and victims_" (Participant Q).
"_When a victim who is intoxicated reports a rape case, the police must **keep** their own **judgments to themselves** and **listen to the victim**. **The people** I work with everyday_

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have these *skills* and *use them* well *everyday"* (Participant O).
*"A detective responded to a burglary. He immediately intervened and **displayed empathy** towards the family. He emphasised by stating that he went through a similar situation. **This detective is a people's person**. The community thanked him publically, it was in the newspaper. He received an award for excellence"* (Participant B).

Participant Q and O highlighted the fact that investigating officials can get a better statement from child abuse and rape victim when using an empathetic approach. According to Turner (2014), and Book and Stein (2003), police members who demonstrate high levels of empathy can read people's feelings and pick up social cues, which allows them to show concern for people.

The abovementioned examples of the participants showed that police members are able to demonstrate empathy and good people skills and are using these skills in their service delivery.

4.8   Theme 4: Stress management skills

The participants were asked whether they considered stress management skills essential for police members to possess and to develop in the execution of their duties. Based on the responses provided within this theme, three sub-themes and three categories were identified. These sub-themes and categories are presented in table 4.9.

Table 4.9: Views of participants regarding stress management skills as essential for police members to possess and to develop in the police environment

THEME 4: Stress management skills as essential in the police environment	
SUB-THEME	**CATEGORIES**
Due to the nature of police work, stress management skills are essential to possess and to develop in the workplace	Stress management skills can assist police members to cope with stress and pressure in the police environment
Police members need to find balance	Police member need to be able to balance work and family life

Stress management and debriefing can assist police members in their work	Stress management programmes and trauma debriefing is helpful

(a) Sub-theme: Stress management skills are essential for police members to possess and to develop in workplace

The first sub-theme highlighted the importance of police members to possess and develop stress management skills, due to the nature of their work. One category was identified within this sub-theme.

(i)   Category: Stress management skills can assist police members to cope with stress and pressure in the police environment

The participants shared the view that stress management skills can assist police members to cope with stress and pressure in the police environment. The following narratives confirmed this view.

"Yes, police members have a lot of stress… attending to one complaint after the other. They are faced with challenges like, is there enough resources to do their work, stress from how to deal with criminals and stress from dealing with victims of crime. The type of crime also add to the stress. Police members need the necessary tools to deal with stress" (Participant S).

"Yes, it is essential. Police members are usually working in a fight-or-flight mode. We had an incident at work where a cable snapped outside. I was in the captain's office when it broke and it sounded like a gunshot, or small explosion. I went outside and saw the investigating officials on the ground. They thought they were being attacked. They see a lot of crime. They are always being threatened by crime and violence and they experience more stress than other people. They don't have the same feeling of safety as other people. If you are under stress, it affects your health. It's important for them to learn how to handle that stress. Instead they drink excessively and when they socialise, they always talk about work or troubles at work and that is a time bomb waiting to explode" (Participant I).

"…because it is a high stress job especially when crime is high. Management also puts them under pressure. They <u>need</u> good <u>stress management skills</u>" (Participant K).

Participant S, I and K is in agreement that police members need to be able to tolerate high levels of stress because of the nature of their work. They experience more stress than other people, and it is important for them to have good stress management skills. Participant S and I also added that it is important for members to learn how to handle stress and to be equipped with the necessary skills.

These findings correspond with Bar-On, that success in the stress management area of emotional intelligence involves a person's ability to withstand stress without giving in, falling apart or losing control. This area indicates a person who is usually calm, not impulsive and copes well under pressure. These skills are vital in the workplace, especially when one is continuously faced with a variety of demands and deadlines (Barnard & Herbst, 2005:59).

The ability to be able to withstand adverse events and stressful situations without falling apart is very important in the police profession. Police members who tolerate a high level of stress can choose the proper course of action for coping with stressful situations. Those members who do not tolerate stress well are often fearful and reactive and have high levels of anxiety (Turner, 2014; Stein & Book, 2003). The view that stress management skills are essential in the police environment was confirmed by the abovementioned narratives and literature.

(b) Sub-theme: Police members need to find balance

Another sub-theme that came to the fore was that police members need to find balance. Only one category emerged from this sub-theme.

(i)   Category: *Police members need to balance work and family life*

Participants agreed that police members need to find balance in their work and family life. The following narratives supported this.

"… you have to manage and <u>find balance in the work situation</u>… you still need to tend to other things in your life. You have to keep a balance" (Participant G).

"…in general police <u>members don't have balanced lifestyles</u>. They don't do anything constructive on their days off. They don't do anything that develops their minds" (Participant J).

"…to have stress at work and home and to <u>balance</u> it <u>is a difficult task for them</u>. To realise their own coping abilities could protect them and the people they are working with" (Participant L).

"…it's all about balance. <u>If you don't have it</u>, then <u>you will be all over the place</u>" (Participant Q).

The above narratives pointed out the importance for police members to be able to balance work and family life. Participant J and L is concerned that police members generally struggle to have a balanced lifestyle and this is affecting their work negatively.

(c) Sub-theme: Stress management and debriefing can assist police members in their work

The final sub-theme identified, highlights stress management programmes and trauma debriefing as tools to assist members in their work. One category is discussed below.

(i)   Category: *Stress management programmes and trauma debriefing is helpful*

Participants felt that stress management programmes and trauma debriefing is helpful in the police environment and is supported by the following narratives.

"Yes it's <u>annually compulsory to do stress management</u>. It helps them to cope by giving them the information on signs and symptoms of stress, to avoid the consequences. It can help with health and social functioning" (Participant C).

"It enables them to bounce back and <u>prevent burnout</u>" (Participant D).

"…to work with sexual offences is very traumatic. You need to have extra, extra, skills because you do have a family and also children at home…<u>members need debriefing for stress</u>. We (social workers) didn't have debriefing for over a year now. The investigation members didn't have debriefing…what do they do…how do they get coping skills that is so very important…" (Participant H).

"<u>Stress management is essential</u>. We do it to normalise their situation so that in the future if they are faced with stressful event, they can cope" (Participant T).

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The abovementioned narratives of the participants confirmed the value of trauma debriefing and stress management programmes irrespective of some shortcomings. Participant H, however, did raise the concern that some investigating officials did not have debriefing for over a year.

According to literature, developers of programmes should be encouraged to incorporate findings on emotional intelligence and stress management in their course material (Ramesar, Koortzen & Oosthuizen, 2009). The said authors are also of the opinion that organisations only utilise programmes that focus on theory of stress, its symptoms and its reactions. They do not attempt to prevent the reactions of stress by encouraging an awareness of emotional intelligence as a prerequisite to understanding these stress reactions. Self-awareness is a key skill in handling stress, as well as an emotional intelligence competency such as stress management and adaptability (Ramesar *et al.*, 2009).

4.8.1 Specific examples where police members demonstrated stress management skills

Participants were asked to recall an incident where a police member demonstrated stress management skills and the consequences thereof.

Participants were able to give examples where police members were able to demonstrate stress management skills. The examples are as follows:

Table 4.10: Narratives of participants where police members demonstrated stress management skills

Narratives:
*"A station **commander showed good stress management skills after a member died at his station. A lot of things still need to be put in place e.g. communication with the deceased's family and debriefing for the members also needed to be arranged"*** (Participant C).
The said participant came the same day after doing the debriefing at this station for the interview. She was exhausted but still participated in the study.
"I'm thinking of a situation where the head of the finance department he was detained for fraud. It caused a very stressful and traumatic time for everyone here. The station

*commander called everyone in and **explained everything** to everyone and that **calmed the situation**"* (Participant P).

*"I can think of an incident that happened where a **child was murdered** and twenty five people came to make statements. And then one member, the way he handled the situation and the way he spoke to the people…**he handled it quite well***" (Participant Q).

The abovementioned examples of the participants confirmed that police members can demonstrate stress management skills in the workplace. Participant C and P elaborated on commanders that are able alleviate stress and tension in the workplace by informing, explaining and putting measures in place to assist members going through difficult experiences. Participant P was impressed by the way a member handled the public during a murder case.

The ability to cope with stress is one measure of an individual's emotional intelligence within the construct of emotional intelligence. Within the law enforcement environment, the ability to cope with stress is vital. Bar-On (1997, 2000) defines stress tolerance as the ability to withstand adverse events, stressful situations, as well as strong emotions without falling apart. Individuals who positively cope with stress demonstrate a significant element of emotional intelligence competencies (Ramesar *et al.*, 2009).

4.9   Theme 5: Adaptability skills

The participants were asked whether they think it is essential for police members to have and to develop adaptability skills to cope in the police environment in general. Based on the responses provided by the participants, two sub-themes and four categories were identified. These sub-themes and categories are presented in table 4.11 below.

Table 4.11: Views of participants regarding adaptability as an essential skill in the police environment

THEME 5: Adaptability skills as essential in the SAPS	
SUB-THEME	**CATEGORIES**

Adaptability skills are essential in the police environment	Police members who do not adapt can fall apart
	Some members adapt negatively to the police environment
Members need to adapt to constant changes in the police environment	Nothing is certain in the SAPS and members need to constantly adjust to changes
	Some members find it difficult to adapt to change

(a) Sub-theme: Adaptability skills are essential in the police environment

This sub-theme examined whether adaptability skills are essential in the police environment. The participants deemed adaptability skills as essential for police members to have and to develop in order to cope in this environment. Two categories were identified in this sub-theme and are explored below.

(i)   Category: Police members who do not adapt can fall apart

Participants were in agreement that police members who do not adapt to the police environment can fall apart. The following narratives supported this.

> "Yes, *if they can't adapt they won't survive*. Pre-1994 there were a lot of opinions and approaches. The old police members that couldn't adapt to post-1994 didn't make it" (Participant K).

> "Adapt or die…*nothing is consistent*. Adapting is essential" (Participant B).

> "It is *good for them to be able to adapt*. One minute they are speaking to a child and the next they have to look for the person who has done excessive harm to this child. They need to be able to make that change and adapt because the client differs from the absolute criminal to a needy child" (Participant L).

> "There is a lot of demands and pressures in the SAPS. *If they don't adapt they will fall apart* so it is necessary for them to adapt" (Participant S).

It is evident from the abovementioned narratives that participants K, B, L and S concurred that nothing is consistent in the police environment and that it is in the members' best interest to be able to adapt. The general feeling of the participants is that if members are not able to adapt, they will not survive in the police environment.

(ii)   ***Category:*** *Some members adapt negatively to the police environment*

Participants were of the opinion that some police members adapt negatively to the police environment. The following narratives supported this view.

"They need to adapt to the police environment but still keep their identity. Members lose their values, respect and ethics they develop as youngsters and tend to put that aside to adapt to the police environment. They often adapt to the negative side of the police environment" (Participant A).

"They tend to become emotionally bankrupt, they tend not to deal with their feelings. They need to adapt to the environment in a constructive manner. Mentoring is important and support from a mature colleague as well as development and training" (Participant D).

As seen in the above mentioned narratives, the participants deemed adaptability skills as essential for police members to have and to develop in the police environment. There is a concern that some members adapt to the negative side of the police environment and lose their identity in the process. Participant A and D is concerned that members may lose their values, respect and ethics and become emotionally bankrupt. According to Bar-On (in Barnard & Herbst, 2005:59), adaptability reveals how successfully the individual is able to cope with environmental demands and to deal with problematic situations as they arise.

(b) Sub-theme: Members need to adapt to constant changes in the police environment

Participants shared their view that members need to adapt to constant changes in the police environment. Two categories were identified.

(i)   ***Category:*** *Nothing is certain in the SAPS and members need to constantly adjust to changes*

Participants mentioned that police members need to constantly adjust to changes in the SAPS. The following narratives shed light on their particular challenges.

"The <u>police environment is always changing</u>. They need to adapt to different commands and cope with those commands coming from different spheres of management" (Participant M).

"Their <u>work environment changes every day</u> so they need to adapt all the time. Basic training makes provision for that because you have a wide variety of activities while you are training to be a police member" (Participant J).

"Yes they need to predict what the day will bring. They need to be prepared for whatever… nothing is certain. They need to <u>deal and adapt to change</u>" (Participant C).

These narratives confirmed that, according to participant M, J and C police members are exposed to an ever changing environment, where nothing is certain and members need to adapt to these changes on a daily basis.

(ii) **Category:** *Some members find it difficult to adapt to change*

Participants felt that some police members find it difficult to change. The following narratives confirmed this view.

"To my knowledge what I've seen here <u>they don't adapt easily</u>. They <u>don't have the skills</u> to adapt to changes in the police environment, especially when they have new managers. On a personal level they can't adapt also, you see on their faces when they have problems at home" (Participant H).

"Some don't cope with what happened, <u>they just panic</u> because they can't adapt to the environment. It is necessary to give <u>training on how to adapt</u> to the police environment" (Participant E).

The above narratives confirmed that police members find it difficult to adapt to change, however participant H was of the opinion that police members find it difficult to adapt to change because they do not possess the necessary skills. Participant P is of the opinion that police members just panic and need training on how to adapt to the police environment.

Literature also confirms that change in the police service cannot be disputed. While it is acknowledged as necessary by most police members, it remains a difficult task. Change leads to insecurities and brings about much pain and anxiety (Marks, 1995). The ability

to adapt involves the ability to be flexible and realistic and to solve a range of problems as they arise. Flexibility is the competency that enables police members to adjust their feelings, thoughts and behaviours to changing situations. A failure to develop flexibility can result in rigidity, resistance to change and outdated behaviour patterns (Turner, 2014).

4.9.1 Specific examples where police members demonstrated adaptability skills

The participants were asked to provide an example of where a police member demonstrated adaptability skills and the outcome thereof. Participants were able to give examples. The following narratives illustrate the examples.

Table 4.12: Narratives of participants where police members demonstrated the use of adaptability skills

Narratives:
*"About two months ago, senior **members** were sent from various stations in the Western Cape to help out in Beaufort West and they **adapted well**. There were **positive changes** in crime and they also experienced the time in Beaufort West as a learning curve"* (Participant N).
*"A colonel was working in the Child Protection Unit and **without consultation** was **informed to work as a Visable Policing commander**. This affected his working hours and workload without extra pay. He **adapted well**"* (Participant C).
*"An officer had to deal with a fifteen year old who agreed to consensual sex with a taxi driver. Her parents found out and wanted the driver to be charged because she is underage. She felt she consented and did not want to identify the taxi driver. The member explained the situation to the parents and allowed them to calm down, so that they can realise what the child is trying to tell them. It was a difficult process because the father was volatile. Although the member did not have counselling skills, he organised a session between myself, him and the parents, so we could explore what they are feeling and the way forward. He needed to **adapt his skills and go beyond what is normally expected** of him"* (Participant L).

Thee abovementioned narratives proved that police members can demonstrate adaptability skills and the positive outcome thereof. Participant for N, C and L concurred

through their examples that some police members go the extra mile to adapt to challenges and changes in the police environment. Adaptability involves the ability to be flexible and realistic and to solve a range of problems as they arise (Turner, 2014).

4.10 Theme 6: General mood

According to Bar-On, the emotional intelligence skill, general mood, refers to a person's outlook in life, the ability to enjoy himself and others and overall feeling of being content and satisfied. The components of general mood are optimism and happiness (Bar-On, 1997).

The professional opinions of participants were asked whether they consider the element of optimism as essential in the police environment. The responses were organised according to the theme. Two sub-themes and two categories are presented in table 4.13 below.

Table 4.13: The opinion of participants regarding optimism as an essential skill

THEME 6: Participants' opinion regarding optimism in the SAPS	
SUB-THEME	**CATEGORIES**
Optimism is essential in the police environment, but members are generally not optimistic	Difficult to be optimistic in a negative working environment
Members who strive to be optimistic influence the police environment for the better	Commanders and fellow colleagues who show optimism absorb pressure in the workplace

(a) Sub-theme: Optimism is essential in the police environment, but members are generally not optimistic

The first sub-theme to emerge was that the element of optimism is essential in the police environment, but that members are generally not optimistic, according to the participants. One category was identified and is explored below.

(i)   Category: Difficult to be optimistic in a negative working environment

Participants explained that although the element of optimism is essential in the police environment, police members generally find it difficult to maintain a level of optimism in

the challenging police environment. The following narratives served as evidence for this category.

> *"…difficult to have optimism in the police environment. There are a lot of environmental factors that prevent optimism"* (Participant M).

> *"The work situation is depressing, so for people to have optimism is important. It will help them through difficult times"* (Participant L).

> *"Members are not really optimistic. It forms part of their personalities in a certain way. The subculture in the police tends to bring people down. If you have a person with a strong influence that is negative, you will see it in the rest of the group. We have a blaming culture in the police and that contributes to pessimism"* (Participant K).

> *"You need to be optimistic to be a police member, because the work is very negative. You are just involved with the negative side of life. There are no incentives and promotions is difficult. The future looks bleak to them. The working conditions is very harsh for police officials"* (Participant I).

From the abovementioned narratives it is evident that although the element of optimism is regarded as essential in the police environment, according to the participants, members do find it difficult to maintain a level of optimism in their challenging work environment. Participant M, L, K and I expressed their view that police members find it difficult to be optimistic in the work environment. According to the participants, the work situation is depressing because police members are just involved in the negative side of life and the subculture in the police environment tends to bring people down.

The view that optimism is essential in the police environment is also supported by literature. Optimism is the ability to maintain a realistic positive attitude, particularly in the face of adversity. The element of optimism is important to police members' emotional survival. The result of low levels of optimism is pessimism, fear and uncertainty which can lead to self-induced stress. Happiness is a byproduct of the members' overall degree of emotional intelligence and functioning (Turner, 2014; Stein & Book, 2003).

(b) *Sub-theme: Members who strive to be optimistic, influence the police environment for the better*

Another sub-theme identified was that police members who strive to be optimistic in the workplace influence their environment for the better. One category is identified and is explained below.

(i) **Category:** *Commanders and fellow colleagues who show optimism absorb pressure in the workplace*

Participants were of the opinion that when commanders and fellow colleagues show optimism it does absorb pressure in the workplace. The narratives below illustrated the opinions of the participants.

> *"It is of utmost importance that <u>there must be</u> an element of <u>optimism</u>"* (Participant N).

> *"Optimism will help them cope in a stressful environment. Although they have challenges, they are optimistic. They know it will pass and tomorrow is another day. <u>If</u> they are more <u>optimistic</u>, they are <u>able to deal with</u> everyday <u>pressures</u> a lot better"* (Participant T).

> *"Members observe <u>pressures</u> being <u>absorbed</u> by the commander <u>through optimism</u>. Optimism requires that you feel in control of a situation. When commanders show optimism and the members see, <u>it debriefs a situation</u> where they feel anxious"* (Participant D).

From the above narratives participants N and T concurred that members who strive to be optimistic in the workplace influence the police environment for the better. Especially commanders who show optimism can absorb the pressure that the members feel in the police environment, because it debriefs anxious members (Participant D).

It is also confirmed by literature that optimism is the ability to maintain a realistic positive attitude, particularly in the face of adversity. The element of optimism is important to police members' emotional survival (Turner, 2014; Stein and Book, 2003).

4.10.1 Specific examples where police members demonstrated optimism and positive attitude

The participants were asked to give a specific example where a police member expressed a positive attitude and the outcome thereof. Participants gave examples, which is reflected in the narratives below.

Table 4.14: Narratives of participants where police members demonstrated optimism and a positive attitude

Narratives:
*"We had a few weeks' notice that we will be getting a new station commander. The people were apprehensive, but after the new commander's speech where he **shared what he stands for, the people were more optimistic**. He put their minds at ease. **His positive attitude contributes to people's optimism**"* (Participant C).
*"**An officer started a project** by working with kids and later took them on camps. He also linked them with other resources which made the kids more positive and **made him more positive as well**. He was asked to assist a university with writing their manuals on community programmes against crimes"* (Participant A).
*"A police member was involved in a shooting incident. He had to face trial, even though he was just doing his job. **If the person was not positive, he would have resigned**. The member continued to do his job. That for me is a positive attitude"* (Participant S).
*"Being in the same position or situation for years, the prospect of being promoted will motivate members. Some members **motivate themselves without the prospect of being promoted** because they feel they are **called to** do this profession to **serve and protect**"* (Participant T).

As seen in the abovementioned narratives, police members are expressing positive attitude in the workplace, which influences their fellow colleagues and the community for the better. As seen in the abovementioned narratives of participants C, A, S and T police members expressed positive attitude in the workplace, which influenced their fellow colleagues and the community for the better. Participant T pointed out that some members motivate themselves because they feel that they are called to serve and protect.

Literature also concurred that the key to relating to others at the station and in the community is keeping a hopeful approach to life (Turner, 2014; Stein and Book, 2003).

Section E: Participants' recommendations regarding additional development areas

In the final section in this chapter, the researcher aimed to explore the participants' suggestions regarding additional development areas of police members' emotional intelligence and whether a programme to develop police members' emotional intelligence can be beneficial to social work services.

4.11 Suggestions regarding additional essential development areas of police members' emotional intelligence

The participants were asked whether they have any specific suggestions regarding additional essential development areas of police members' emotional intelligence, other than what was mentioned in this interview schedule. The participants needed to substantiate their answer with specific examples.

The participants agreed that emotional intelligence is crucial in the stressful police environment and were unable to provide additional emotional intelligence skills other than what was presented in the interview schedule. Other needs identified by the participants ranged from **motivational workshops, therapy** and **debriefing sessions** for the **members** as well as for the **social workers**, **mindfulness training, conflict and anger management**, **leadership skills for managers** as well as **training for people who are recently promoted,** and **teamwork.**

As seen from the abovementioned comments, the participants focused on other needs in their work environment such as more motivational workshops, therapy and debriefing sessions. However, mindfulness training, conflict and anger management skills, as well as leadership skills for managers and teamwork can be linked to intra and interpersonal emotional intelligence skills.

Emotional intelligence theory explains that individuals who have sufficient interpersonal and intrapersonal skills such as self-awareness, self-regulation, motivation, empathy and social skills can properly manage their emotions and cope with environmental challenges (Ismail *et al.*, 2010:13). Emotional intelligence training programmes can provide training in several different areas within an organization, namely stress management training, conflict resolution, communication and empathy training, self-management training, as well as management training (Cherniss, 2000).

4.12 Benefit of emotional intelligence programme for social work services in SAPS

The participants were asked whether a programme to develop police members' emotional intelligence will be beneficial to social work services in the SAPS, in their experience and professional expertise. The feedback received from the participants in this theme was that an emotional intelligence programme can be beneficial to all members and reduce social workers' caseload.

- *An emotional intelligence programme can be beneficial to all members in the SAPS.*

Participants were of the opinion that an emotional intelligence programme can be beneficial to all the members in the SAPS, which includes management as well as social workers. The following narratives confirmed this point of view.

> *"I think it would be beneficial because the social workers are part of the police, so social workers should learn emotional intelligence"* (Participant F).

> *"I agree because many of us have the emotional intelligence of children. We throw tantrums and sometimes threaten violence in extreme situations"* (Participant I).

> *"It will be beneficial. It will be good for us social workers to present and give that programme to the members but then it must be mandatory for all members of the SAPS because most members are really lacking in emotional intelligence skills"* (Participant N).

"<u>Managers must have</u> better <u>emotional intelligence skills</u> so they can work better with personnel but it goes both ways" (Participant C).

From the abovementioned narratives it is evident that the majority of social workers was in agreement that an emotional intelligence programme is beneficial to police social work services and should be filtered down to all levels in the SAPS. However, the social workers did indicate that they want to undergo emotional intelligence training themselves, before presenting the programme to other members. They also felt that such training should be mandatory, since members generally are lacking in emotional intelligence skills.

The abovementioned findings are also highlighted in literature. According to Dar *et al*. (2011:51), the level of emotional intelligence in police members can be improved with emotional intelligence competence training. Burnett (2006) is of the opinion that emotional intelligent police members are more able to resist the pressures and burdens of stress and are capable to resolve stressful emotions in their professional and personal lives. The said author concludes that emotional intelligence should be considered by police agencies as a training tool to develop police members' emotional intelligence. Thus, developers of management programmes should be encouraged to incorporate findings on emotional intelligence and stress management in their course material (Ramesar, Koortzen & Oosthuizen, 2009).

4.13 Suggestions on how emotional intelligence programme should be operationalised in SAPS

The participants were asked to provide suggestions in terms of 'what' and 'how' these programmes should be operationalised. The participants' feedback is as follows:

- ***Compulsory programme on a continuous basis, rolled out to all levels and link to PEP (Performance Enhancement Appraisal)***

Participants felt that an emotional intelligence programme should be compulsory on a continuous basis and should be rolled out to all levels in SAPS.

Participants were of the opinion that the emotional intelligence programme should be compulsory workshops on an ongoing basis, which can be linked to the police members PEP. The following narratives supported this.

> *"It should be short <u>work sessions</u> so they can learn and do self-discovery. Do it <u>over a</u> long <u>period</u> of time"* (Participant C).

> *"All new college students and all new members from the very highest position down to the cleaners should be <u>instructed to go</u> to the programme"* (Participant N).

> *"Focus on developing a programme in social work services that is really fundamental and scientifically developed. Take all members and put them through a year programme. Social workers and psychologists need to undergo training on emotional intelligence. It needs to be continuous. Do promotional courses where there is continuous evaluation and monitoring. Members can only qualify for <u>promotions when</u> they <u>complete</u> this <u>course</u>"* (Participant J).

> *"The courses should be done <u>off base</u> for better impact. Give them the option to choose three or four programmes a year and it should accumulate so that it will <u>add to their PEP</u>"* (Participant L).

From the abovementioned narratives, it is clear that the participants felt that an emotional intelligence programme should be compulsory in the SAPS. It should be held in the form of continuous workshops preferably away from the police station and can be linked to police members and administrative members' PEP, and future promotions.

According to Cleveland and Saville (2007:22), a study by Fabio Sala (2005) shows workshop interventions could improve emotional intelligence competencies.

- ***Emotional intelligence should be introduced at basic training institutions***

Participants suggested that an emotional intelligence programme should be introduced at basic training institutions. The narratives below elaborated on their point of view.

> *"Emotional intelligence needs to be introduced at <u>college level</u>. A measurement should be put in place after the training to <u>monitor progress</u>"* (Participant B).

"Obviously with the programme, I think the social workers would be the perfect section to take it forward. They already focus on the police…it should take place on the <u>basic level of training</u>" (Participant G).

From the abovementioned narratives it can be deducted that emotional intelligence should already be introduced to police members at basic training institutions. Measurements should be put in place thereafter to monitor their progress.

- ***A survey should be done to create buy-in into the emotional intelligence programme***

Another sub-theme that came to the fore was that the programme can be surveyed to create buy-in.

Participants felt that the SAPS need to buy-in into the emotional intelligence programme. The following narratives shed light on this issue.

"A needs assessment should be done with the members. It can be in the form of <u>a survey</u>. It has to be a practical doing thing" (Participant A).

"Any programme you want to develop will only work if the <u>target group</u> is <u>part of</u> the <u>development</u> thereof" (Participant R).

"In the police you need to <u>start from top management</u> and <u>explain</u> to them why it is important to do the <u>programme</u>. If they think it is good and how it can work and that it can bring down crime…it alleviates crime because it will help the members emotionally, their health and wellness is also going to be affected. If their health and wellness is good, their performance will be good – that is what I want to hear and also management. If they <u>buy into</u> it can be rolled out to the members and on the other hand the members must also see the need in terms of is it really their need and that it is important too. Explaining to them first this is how it will work and this is what you will need to do…I also think it is not really the types of programmes as much as it is the stopping or curbing of crime. Whatever programme they should be angled between the health and wellness of police and that it would positively reduce crime" (Participant P).

Participants J, R and A elaborated that a survey can be useful to create buy-in because the target group needs to be involved. Top management should also be informed about the benefits of an emotional intelligence programme.

4.14 Conclusion

The preceding literature reviews supported the value of emotional intelligence as a learned skill that can benefit the police members in work and personal life. Essential development areas of emotional intelligence which are important in law enforcement include intrapersonal, interpersonal, stress management, adaptability and general mood. These are short term tactical and dynamic skills that can be demonstrated as the situation requires. Studies on the essential development areas of police members emotional intelligence has never been undertaken in the SAPS.

Social workers in the SAPS are assisting police members to cope with environmental demands and pressures in the police environment through various interventions and pro-active programmes. In this chapter the insights of occupational and forensic social workers working closely with the police members were discussed at length with the use of verbatim narratives and appropriate comparisons to literature.

Participants viewed emotional intelligence as a welcomed addition to their existing social work programmes since there is currently no programme regarding emotional intelligence in the SAPS. It was found that police members use their emotional intelligence skills in the workplace but the participants agreed that police members on all levels should improve on their emotional intelligence skills and that their department should be involved in the presentation thereof. This chapter served as an exposition of the empirical investigation that has been conducted. The final study objective will be addressed in the following chapter, which will examine the conclusions and recommendation of the researcher.

Chapter 5: Conclusions and recommendations

5.1   Introduction

This study aimed to explore the views of social workers in the SAPS on the essential development areas of police members' emotional intelligence. This goal was achieved through the implementation of the following objectives, presented in the relevant chapters:

Chapter One: An introduction to and motivation for the study was provided;

Chapter Two: The nature of a police member's work, the role of the social worker in the SAPS and the need for the development of police members' emotional intelligence was discussed;

Chapter Three: A conceptual framework for the development of emotional intelligence within a law enforcement context was provided;

Chapter Four: The views of social workers in on the essential development areas of police members' emotional intelligence were investigated.

The purpose of this final chapter is to present the conclusions drawn from the study and to make appropriate recommendations.

5.2   Conclusions and recommendations

The conclusions and recommendations explored in this chapter are based on the findings of the empirical investigation in Chapter 4. It is presented in similar format following the sequence of the semi-structured interview schedule.

5.2.1 Biographical information of participants

The social workers' years of experience were well dispersed between 6-10, 11-15 and 16-20 years of working with police members in the SAPS. All the social workers interviewed had previous work experience before joining the SAPS and met the criteria for inclusion. Therefore, it can be concluded that social workers interviewed had sufficient experience in working with police members in the SAPS.

The SAPS is employing occupational as well as forensic social workers who are rendering a service to police members. Therefore, participants from both these fields were included in equal percentages. In terms of services rendered, all social workers are involved in casework in their respective fields. Occupational social workers are also involved in group work, pro-active programmes, projects, debriefings etc. Forensic social workers are involved in assisting police members in the investigation of child sexual abuse cases and keep in contact with the investigating officials until the case is finalised. The forensic social worker is witness to the interaction between the investigating official and the victim or witness when the investigating official is taking a statement. In this setting, the investigating official's emotional intelligence will come into play in getting a proper statement from the victim or witness.

Moreover, because of their constant interaction with police members either as a client or a colleague, bearing in mind that the majority of the social workers also occupy office space at police stations, they are able to observe the police members' emotional intelligence development areas when interacting with clients, or the public. Therefore, it can be concluded that the researcher will be able to draw from their views and experiences on the essential development areas of police members' emotional intelligence

5.3   *Emotional intelligence*

Literature regards emotional intelligence skills such as intrapersonal skills, interpersonal skills, stress management skills, adaptability and general mood as important in law enforcement. These are short term tactical and dynamic skills that a police member should be able to demonstrate as the situation requires. These skills are essential for police members to develop in the police environment.

The participants agreed that emotional intelligence has a role to play in the SAPS, specifically in terms of service delivery. They were of the opinion that emotional intelligence can improve service delivery and enhance career satisfaction.

Participants indicated that emotional intelligence can enhance police members' emotional and social competency in dealing with their professional and personal lives.

Participants also noted that emotional intelligence can improve interpersonal relationships in the workplace and in general.

With regards to **emotional intelligence** it can be **concluded** that:

- Social workers in the SAPS concurred that emotional intelligence can improve service delivery and career satisfaction, enhance emotional and social competency and improve interpersonal relationships in the workplace and in general.

- The SAPS recognises that emotional intelligence is an important attribute for police members to possess in the execution of their work and improving interpersonal relationships.

- Emotional intelligence is a learned skill that can be improved with emotional intelligence competence training and that the SAPS should consider such training.

- Social workers in the SAPS help police members to understand how to improve their emotional intelligence and enhance their ability to interact with others with greater emotional intelligence.

With regards to emotional intelligence it can be **recommended** that:

- The research and development department in the SAPS together with social work services embark on the development of an emotional intelligence intervention in order to enhance the police members' emotional intelligence competencies for possible success in their work.

5.4 Essential development areas of police members' emotional intelligence

5.4.1 Intrapersonal skills as an essential development area of police members' emotional intelligence

Concerning the intrapersonal skills, the participants agreed that police members' ability to know and understand themselves and others will have a positive effect on their work

environment. They need to be self-aware, assess the emotions of others and be able to respond appropriately in certain situations.

Participants were also of the opinion that managers also needed to develop intrapersonal skills, to better working relationships with their subordinates.

Participants further noted that emotional self-control can enhance professional service delivery. Police members need to be able to control their emotions and express their feelings in a professional manner.

- Participants could refer to incidents where police members made use of intrapersonal skills by talking respectfully to an angry crowd, acknowledge their feelings and in the process calm them down.

- Another positive example was where a member managed to prevent a domestic violence incident from escalating by staying in control of himself and listening to both parties.

Participants pointed out that although police members are making use of intrapersonal skills there is much lacking in this area, since police members are not really trained to work with people or assessed whether they do have emotional intelligence competency.

It can be **concluded** that social workers in the SAPS regard intrapersonal skills as an essential skill for police members to possess and to develop in the police environment. According to the participants, emotional intelligence will enable police members and managers to be more self-aware, assess the emotions of others, control their own emotions and express feelings in an appropriate manner to enhance professional service delivery. The participants gave examples where police members demonstrated the use of intrapersonal skills in domestic violence incidents, crowd control and resistance arrests. However, the participants are concerned about police members who are lacking in this area.

With regards to intrapersonal skills it is **recommended** that:

- Intrapersonal skills be regarded as an essential skill for police members to possess and to develop in the police environment, because it will enable police members to deal more effectively with incidents such as crowd control, domestic violence, resistance to arrests, etc.

5.4.2 Interpersonal skills as an essential development area of police members' emotional intelligence

Participants indicated that interpersonal skills such as empathy and good people skills can improve working relationships amongst police members.

Participants were also of the opinion that interpersonal skills such as empathy and good people skills can enable police members to understand and relate better with the client and enable them to render a good service to the community.

- Participants could refer to incidents where police members demonstrated the use of interpersonal skills when assisting rape victims and taking statements. Members were able to be empathetic to victims, listen to them and withhold judgments where victims were under the influence of alcohol. Participants pointed out that an empathetic approach to victims resulted in better statements because the victims were willing to share more information with the members.

Police members who demonstrate high levels of empathy are able to read people's feeling and pick up on social cues. However, the participants also indicated that this area of emotional intelligence needs to be improved on by police members, because some members show apathy towards clients. Participants pointed out that empathy is a much needed skill in the SAPS and needs to be taught to police members.

It can be **concluded** that social workers in the SAPS regard interpersonal skills such as empathy important for police members to possess and develop in the police environment. The participants gave examples where police members demonstrated the use of interpersonal skills in statement taking, assisting rape victims and in child abuse cases. Participants were however concerned about members who showed apathy towards clients and victims.

Considering the importance of **interpersonal skills** in the police environment it is **recommended** that:

- Empathy be regarded as an essential skill for police members to possess, because it can assist members in taking quality statements, assisting rape victims and child abuse cases. It will also built rapport and enable the victim to open up and share information more freely.

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- Members be trained and developed to use an empathetic approach when dealing with victims of crime and not merely interact with them on a statutory level.

5.4.3 Stress management as an essential development area of police members' emotional intelligence

Participants agreed that due to the nature of police work, stress management skills are essential for police members to possess and to develop. Stress management skills can assist police members to cope with stress and pressure in the police environment and it is important for them to learn how to handle stress.

Participants indicated that it is important for police members to find a balance between work and family life, but in general police members don't have balanced lifestyles.

It was suggested by participants that stress management programmes and trauma debriefing is helpful and can assist police members in their work. The reality is that some police members do not partake in debriefing sessions.

- Participants were able to provide examples where police members demonstrated stress management skills, in cases where children were murdered and where police members have died.

To be able cope with stress is one measure of an individual's emotional intelligence. Individuals, who positively cope with stress, demonstrate a significant element of emotional intelligence competencies. The ability to cope with stress is vital in the police environment. Participants pointed out that police members are always being threatened by crime and violence and they experience more stress than other people. There are concerns that some members drink excessively to alleviate stress and that this is a time bomb waiting to explode. Due to of the stressful police environment, it is important for police members to learn how to handle stress and be equipped with the necessary tools.

It can be **concluded** that social workers in the SAPS regard stress management skills as essential for police members to possess and to develop in the police environment. Police members are able to demonstrate stress management skills as observed by the participants. However, given the nature of the police environment the participants are concerned about some police members' coping mechanisms with regards to dealing

with stress. Stress management and trauma debriefing in the SAPS is helpful, but currently inadequate for the needs of the members.

Concerning the importance of stress management skills it is **recommended** that:

- Stress management skills be regarded as essential skills in the police environment, in which members need to be developed. It equips members to be able to deal with traumatic incidents such as the death of a colleague and in murder cases especially where children are involved.

- Police members need emotional intelligence enhancement training to reduce occupational stress and burnout.

- Police members need to be debriefed on a regular basis and if there is a shortage of manpower, outside assistance needs to be considered.

5.4.4 Adaptability as an essential development area of police members' emotional intelligence

Participants were of the opinion that adaptability skills are essential in the police environment and if police members cannot adapt to the police environment they can fall apart. Statements were made that the SAPS is an "adapt or die" environment. It is important for police members to be able to adapt and they must be willing to change if they are in the police environment. Participants did however raise a concern about the fact that some police members adapt to the negative side of the police environment. Some members lose their "values, respect and ethics" and others tend to "become emotionally bankrupt".

Participants shared their views that nothing is certain in the SAPS and members need to constantly adjust to changes. Their work environment "changes every day" so they need to adapt "all the time". They need to "be prepared for whatever…nothing is certain". Participants further noted that some members find it difficult to change. They do not adapt easily and it is necessary to give training on how to adapt to the police environment. The participants however, were able to give examples where police members demonstrated adaptability skills.

- Participants referred to incidents where police members have been transferred to new environments, without being consulted but nevertheless adapted well.

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It can be **concluded** that it is essential for police members to adapt to the changing police environment, where nothing is certain. Participants gave examples where police members adapted well to challenges and changes in their work. There is concern that some members do not adapt easily, therefore it is necessary to give training on how to adapt positively to the police environment.

With regards to adaptability skills, it is **recommended** that:

- Police members need to be developed in adaptability skills, because it can assist members to cope in the challenging and changing police environment and to deal with issues such as being transferred to a new environment or receiving a new job description.

- Adaptability skills be regarded as an essential skill in the police environment in which police members need to be trained in order to reduce insecurities, anxiety and to deal with change more positively.

5.4.5 General mood as an essential development area of police members' emotional intelligence

Participants felt that although the element of optimism is essential in the police environment, police members generally find it difficult to maintain optimism in the challenging police environment. The work situation is regarded as depressing and certain environmental factors prevent optimism in the SAPS. Furthermore, the participants noted that the "subculture in the police" tends to bring people down.

- Participants observed that commanders and fellow members who showed optimism absorb pressure in the workplace. Furthermore, the participants noted that it is of utmost importance that there must be an element of optimism, because your colleagues' level of optimism often affects your own.

- Participants elaborated that when station commanders display a positive attitude it puts members' fears to rest and contribute to them being more optimistic.

It can be **concluded** that the social workers in the SAPS regard optimism as an essential skills for police members to possess and to develop in the police environment. It can absorb the pressure that the members feel, so they can deal with everyday

pressures more effectively. Optimistic members can motivate themselves, even if there are no prospects of being promoted.

It is **recommended** that:

- General mood be regarded as an essential development area of police members' emotional intelligence in which members need to be trained, because optimistic members are self-motivated.

- Commanders be more optimistic because it debriefs situations where members feel anxious.

5.5 Social workers' suggestions regarding additional essential development areas of police members' emotional intelligence

Participants said that they do not have any additional suggestions regarding emotional intelligence, other than what was covered in the interview schedule. They agreed that emotional intelligence is the "very thing that everybody and everybody must have" especially in the police environment.

Participants felt that more debriefing, therapeutic sessions and motivational workshops for police members as well as social workers are needed. Less emphasis should be placed on rank and reaching targets and more focus should be on the "police member as a person".

Other skills, closely related to emotional intelligence skills was also regarded as useful in the police environment, such as constant mindfulness of where you are and what you are experiencing is important in the police environment. Conflict and anger management skills were also regarded as important in the police environment. Participants mentioned leadership skills as important for commanders to possess in the police environment. Commanders need to be trained in emotional intelligence skills "so it can filter down to members". One participant mentioned that more team development should take place where experiential learning can take place through play. It is important to note that the abovementioned additional skills suggested by the participant are closely related to intrapersonal and interpersonal emotional intelligence skills.

Participants suggested that the SAPS can invest more in training, especially when they promote police members to a higher rank. Participants noted that "the person feels inferior because they don't possess the skills" to do the work.

With regards to additional suggestions by the participants it is **recommended** that:

- Consideration be given to implement an emotional intelligence programme in the SAPS, taking the additional suggestions by the participants into consideration when presenting such a programme.

- Special training should be given to commanders and newly appointed members on emotional intelligence.

- More debriefing, therapy sessions and motivational workshops for police members as well as social workers.

5.5.1 Benefit of an emotional intelligence programme for social work services in SAPS

Participants agreed that an emotional intelligence programme can be beneficial to all members in the SAPS, including themselves, managers, police members and administrative personnel. The participants further noted that social workers should undergo emotional intelligence training, before training other members. Such training should be mandatory to all members of the SAPS. It was further pointed out that "most members are really lacking in emotional intelligence skills".

It is **recommended** that:

- Managers, police members as well as administrative personnel undergo an emotional intelligence training programme.

- The SAPS consider an emotional intelligence programme as means to diminish reactive social work services and a benefit to all members in the SAPS.

5.5.2 Suggestions on how an emotional intelligence programme should be operationalised in SAPS

The participants were of the opinion that emotional intelligence should be operationalised in the form of workshops. It should be compulsory sessions on a continuous basis, rolled out to all levels and be linked to members' PEP (Performance

Enhancement Appraisal). The focus should be on developing an emotional intelligence programme for social work services that is "really fundamental" and scientific.

According to the participants all members should undergo a yearlong programme in the form of short workshops, away from the police stations. Thereafter, members can only qualify for promotions when they have completed this course. The content of the programme should be tailor-made for the different levels in the SAPS, "from the highest position down to the cleaners".

Participants noted that emotional intelligence should already be introduced to students at basic training institutions. Students need to be well equipped in the area, thereafter a measurement should be put in place to monitor their progress. The participants were of the opinion that the social work department is the ideal section to take this programme forward, after it is surveyed and approved by management.

In terms of how an emotional intelligence programme be operationalised in the SAPS, it is **recommended** that:

- A needs assessment be done with the members in the form of a survey.

- The SAPS embark on developing a programme on emotional intelligence that is scientifically developed and custom-made for the different levels within the SAPS.

- Social work services be the drivers of such a programme.

- The SAPS consider emotional intelligence as compulsory, link to the members PEP and future promotions.

- Emotional intelligence already be introduced at a basic training level.

- A measurement should be put in place after such training to monitor progress.

5.6   *Key findings and recommendations*

The vision of the SAPS is to create a safe and secure environment for all people in South Africa. A professional police service is essential, hence the police require capacity and skills to become more competent, professional and proficient in their work.

Different jobs may require different levels of emotional intelligence, but in the police environment a high level of emotional intelligence is important in the execution of their duties. Police members possessing a blend of competencies, skills and traits are more likely to be successful in their work.

Emotional intelligence is a set of skills such as intrapersonal, interpersonal, stress management, adaptability and general mood that can be learned and improved on regardless of an individual's current level of functioning. The essential development areas of police members' emotional intelligence were unknown and were explored through the views of social workers in this study.

Some key findings were that emotional intelligence competency can improve service delivery and enhance customer and career satisfaction. It can enhance the police members' social competency in dealing with their professional and personal lives and improve interpersonal relationships in the workplace. Emotional intelligence is a learned skill that can be improved with emotional intelligence competence training and that the SAPS should consider such training.

It was also found by means of examples that police members were able to use emotional intelligence skills, but it needs to be developed and improved on especially intrapersonal skills, interpersonal skills, stress management skills, adaptability skills and general mood are essential development areas of police members' emotional intelligence. The abovementioned skills were found useful in dealing more effectively with crowd control, domestic violence incidents, resistance to arrests, murder cases, assisting rape victims, child abuse cases and taking quality statements.

It is recommended that the research and development department together with the social work department in the SAPS embark on the development of an emotional intelligence intervention in order to enhance police members' emotional intelligence competencies for possible success in their work.

Social workers identified themselves as the ideal section to take such a programme forward, given the fact that they are already presenting other pro-active programmes to police members. The participants viewed emotional intelligence as a welcomed addition to their existing social work programmes. The social workers were of the opinion that

such a programme should be fundamental and scientifically developed and they want to undergo the training before presenting it to police members.

Given the semi-military police environment social workers suggested that an emotional intelligence programme should be mandatory, linked to police members' PEP and future promotions and rolled out to all levels in the SAPS.

5.7   Recommendations for further research

Considering the value of emotional intelligence as a learned skill that can benefit police members in the stressful police environment as well as in their personal life and the fact that there is currently no social work programme regarding emotional intelligence in the SAPS, it is recommended that:

- Research be done on how to operationalise an emotional intelligence intervention programme for the SAPS;

- Research be done on other emotional intelligence skills applicable to the police environment such as assertiveness, independence, self-actualisation, social responsibility, impulse control and problem solving;

- Research be done on the viability should such a programme be mandatory and linked to police members' PEP and further promotions.

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Annexure A

UNIVERSITY OF STELLENBOSCH

DEPARTMENT OF SOCIAL WORK

Views of social workers in the SAPS on essential development areas of police members' emotional intelligence

Researcher: J.M. Van der Westhuizen

The purpose of this interview schedule is to explore the views of social workers in the SAPS on essential development areas of police members' emotional intelligence.

SECTION A: BIOGRAPHICAL INFORMATION

1.   How many years' experience do you have as a registered social worker in the SAPS?

	0-5	6-10	11-15	16-20
Years of experience				

2.   How many police members do you work with per month and in what capacity?

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……

3.   Give a brief description of the services that you primarily render to police members.

……
……

SECTION B: EMOTIONAL INTELLIGENCE

4.   Emotional intelligence is interrelated emotional and social competencies, skills and facilitators to determine how effectively we understand and express ourselves, understand others and relate with them and cope with daily demands and pressures (Bar-On, 1995). These skills include labeling emotions, self-awareness, self-control, empathy, understanding relationships, responsibility, assertiveness, coping skills etc.

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4.1   Do you think emotional intelligence has a role to play in the SAPS and why?

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**SECTION C: ESSENTIAL DEVELOPMENT AREAS OF POLICE MEMBERS'
EMOTIONAL INTELLIGENCE**

Intrapersonal Skills

*5.   According to Bar-On (in Barnard and Herbst, 2005:59) intrapersonal skills refer to
a person's ability to know and manage himself/herself. Police members with high
intrapersonal skills such as self-awareness have a good understanding of how and why
others affect them and are able to express these feelings in a positive way. They are
able to prevent simple incidents from escalating and bring calm to a chaotic situation
(Turner, 2014).*

5.1   In your professional opinion, do you consider intrapersonal skills in general as
essential for   police members to possess and to develop in the police
environment?   Explain.

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5.2   Describe by means of a specific example where a police member demonstrated
the   use of intrapersonal skills and the outcome thereof.

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Interpersonal Skills

*6.   Bar-On (in Barnard and Herbst, 2005:59) suggests that this area of emotional
intelligence refers to what is known as "people skills". People who function well in this
area tend to be responsible and dependable, they understand, interact with and relate*

well with others in a variety of situations. Examples of interpersonal skills are empathy, social responsibility and interpersonal relationships.

6.1   Do you consider it essential for police members to have empathy and good people   skills in general to do their work? Explain.

………
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………

6.2   Provide an example where you experienced a police member expressing empathy   and good people skills and the outcome thereof.

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Stress Management

7.   According to Bar-On (in Barnard and Herbst, 2005:59) this area of emotional intelligence involves a person's ability to withstand stress without giving in, falling apart or losing control. Success in this area indicates a person who is usually calm, hardly ever impulsive and someone who copes well under pressure. These skills are vital when one is continuously faced with deadlines and a variety of demands.

7.1   In your professional opinion, do you consider stress management skills essential for police members to possess and to develop in the execution of their duties in general? Explain.

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7.2   Can you recall an incident where a police member demonstrated stress management skills and the consequence thereof? Elaborate.

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<u>Adaptability</u>

8.   Bar-On (in Barnard and Herbst, 2005:59) suggest that the adaptability area of emotional intelligence reveals how successfully a person is able to cope with environmental demands and to deal with problematic situations as they arise.

8.1   Do you think it is essential for police members to have and to develop adaptability skills to cope in the police environment in general? Elaborate.

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8.2   Provide an example where a police member demonstrated adaptability skills and the outcome thereof. Explain.

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<u>General Mood</u>

9.   Optimism is the ability to maintain a positive attitude, particularly in the face of adversity.

9.1   In your professional opinion, do you consider the element of optimism as essential in the police environment and important for police members to possess and to develop in general? Explain.

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9.2   Explain by means of an example a specific incident where a police member expressed a positive attitude and the outcome thereof. Elaborate.

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SECTION D: RECOMMENDATIONS

10.   Do you have any specific suggestions regarding **additional essential development areas** of police members' emotional intelligence? (other than mentioned in this interview schedule). Substantiate your answer with specific examples:

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11.   In your experience and professional expertise, would a programme to develop police members' emotional intelligence be beneficial to social work services in the SAPS? Explain why:

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11.1   If you answered positively to the previous question, please provide suggestions in terms of "what" and "how" should these programmes be operationalized:

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Thank you for your time

Annexure B

![Universiteit Stellenbosch University logo]

UNIVERSITEIT·STELLENBOSCH·UNIVERSITY
jou kennisvennoot • your knowledge partner

STELLENBOSCH UNIVERSITY

CONSENT TO PARTICIPATE IN RESEARCH

VIEWS OF SOCIAL WORKERS IN THE SAPS ON THE ESSENTIAL DEVELOPMENT AREAS OF POLICE MEMBERS' EMOTIONAL INTELLIGENCE

You are asked to participate in a research study conducted by __**JANINE MELENA VAN DER WESTHUIZEN**__ , a doctoral/masters student from the Social Work Department at the University of Stellenbosch. The results of this study will become part of a research report. You were selected as a possible participant in this study because you are _____**SOCIAL WORKER IN THE SAPS**_____.

1. PURPOSE OF THE STUDY

The aim of the study **IS TO GAIN AN UNDERSTANDING ON THE VIEWS OF SOCIAL WORKERS IN THE SAPS ON THE DEVELOPMENT AREAS OF POLICE MEMBERS' EMOTIONAL INTELLIGENCE**

2. PROCEDURES

If you volunteer to participate in this study, we would ask you to do the following:

A semi-structured interview will be utilized to gather information confidentially. You need not indicate your name or any particulars on the interview schedule. The schedule will be completed during an interview conducted by a student-researcher.

3. POTENTIAL RISKS AND DISCOMFORTS

Any uncertainties on any of the aspects of the schedule you may experience during the interview can be discussed and clarified at any time.

4. POTENTIAL BENEFITS TO SUBJECTS AND / OR TO SERVICE

The results of this study will inform **SAPS SOCIAL WORKERS ON THE DEVELOPMENT AREAS OF POLICE MEMBERS' EQ**. This information could be used by welfare organisations for further planning in service delivery.

5. PAYMENT FOR PARTICIPATION

No payment in any form will be received for participating in this study.

6. CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of coding where each questionnaire is numbered. All questionnaires will be managed, analysed and processed by the researcher and will be kept in a safe place.

7. PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study. The researcher may withdraw you from this research if circumstances arise which warrant doing so, eg should you influence other participants in the completion of their questionnaires.

8. IDENTIFICATION OF STUDENT-RESEARCHER

If you have any questions or concerns about the research, please feel free to contact:

PROF L. K. ENGELBRECHT (Supervisor), Department of Social Work, University of Stellenbosch,

Tel. **021-8082073**, E-Mail: lke@sun.ac.za

9. RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject, contact Ms MaléneFouché [mfouche@sun.ac.za; 021 808 4622] at the Division for Research Development.

SIGNATURE OF RESEARCH SUBJECT OR LEGAL REPRESENTATIVE

The information above was described to me the participant by **JANINE MELENA VAN DER WESTHUIZEN** in English and the participant is in command of this language or it was satisfactorily translated to him / her. The participant was given the opportunity to ask questions and these questions were answered to his / her satisfaction.

I hereby consent voluntarily to participate in this study.

_____

Name of Participant

_____   _____

Signature of Participant   **Date**

SIGNATURE OF INVESTIGATOR

I declare that I explained the information given in this document to _____[name of subject/participant]. [He / She] was encouraged and given ample time to ask me any questions. This conversation was conducted in English and no translator was used.

_____   _____

Signature of Investigator   **Date**

Annexure C

UNIVERSITEIT·STELLENBOSCH·UNIVERSITY
jou kennisvennoot · your knowledge partner

Approval Notice
New Application

18-Nov-2014
Van Der Westhuizen, Janine JM

Proposal #: DESC/vdWesthuizen/Nov2014/14

Title: Views of social workers in the SAPS on the development areas of police officers' emotional intelligence.

Dear Mrs Janine Van Der Westhuizen,

Your New Application received on **06-Nov-2014**, was reviewed
Please note the following information about your approved research proposal:

Proposal Approval Period: **13-Nov-2014 -12-Nov-2015**

Please take note of the general Investigator Responsibilities attached to this letter. You may commence with your research after complying fully with these guidelines.

Please remember to use your **proposal number** **(DESC/vdWesthuizen/Nov2014/14)** on any documents or correspondence with the REC concerning your research proposal.

Please note that the REC has the prerogative and authority to ask further questions, seek additional information, require further modifications, or monitor the conduct of your research and the consent process.

Also note that a progress report should be submitted to the Committee before the approval period has expired if a continuation is required. The Committee will then consider the continuation of the project for a further year (if necessary).

This committee abides by the ethical norms and principles for research, established by the Declaration of Helsinki and the Guidelines for Ethical Research: Principles Structures and Processes 2004 (Department of Health). Annually a number of projects may be selected randomly for an external audit.

National Health Research Ethics Committee (NHREC) registration number REC-050411-032.

We wish you the best as you conduct your research.

If you have any questions or need further help, please contact the REC office at 218089183.

Included Documents:
 DESC application and appendices

Sincerely,

Clarissa Graham
REC Coordinator
Research Ethics Committee: Human Research (Humanities)

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Investigator Responsibilities

Protection of Human Research Participants

Some of the general responsibilities investigators have when conducting research involving human participants are listed below:

1.Conducting the Research. You are responsible for making sure that the research is conducted according to the REC approved research protocol. You are also responsible for the actions of all your co-investigators and research staff involved with this research. You must also ensure that the research is conducted within the standards of your field of research.

2.Participant Enrollment. You may not recruit or enroll participants prior to the REC approval date or after the expiration date of REC approval. All recruitment materials for any form of media must be approved by the REC prior to their use. If you need to recruit more participants than was noted in your REC approval letter, you must submit an amendment requesting an increase in the number of participants.

3.Informed Consent. You are responsible for obtaining and documenting effective informed consent using **only** the REC-approved consent documents, and for ensuring that no human participants are involved in research prior to obtaining their informed consent. Please give all participants copies of the signed informed consent documents. Keep the originals in your secured research files for at least five (5) years.

4.Continuing Review. The REC must review and approve all REC-approved research proposals at intervals appropriate to the degree of risk but not less than once per year. There is **no grace period**. Prior to the date on which the REC approval of the research expires, **it is your responsibility to submit the continuing review report in a timely fashion to ensure a lapse in REC approval does not occur.** If REC approval of your research lapses, you must stop new participant enrollment, and contact the REC office immediately.

5.Amendments and Changes. If you wish to amend or change any aspect of your research (such as research design, interventions or procedures, number of participants, participant population, informed consent document, instruments, surveys or recruiting material), you must submit the amendment to the REC for review using the current Amendment Form. You **may not initiate** any amendments or changes to your research without first obtaining written REC review and approval. The **only exception** is when it is necessary to eliminate apparent immediate hazards to participants and the REC should be immediately informed of this necessity.

6.Adverse or Unanticipated Events. Any serious adverse events, participant complaints, and all unanticipated problems that involve risks to participants or others, as well as any research related injuries, occurring at this institution or at other performance sites must be reported to Malene Fouch within five (5) days of discovery of the incident. You must also report any instances of serious or continuing problems, or non-compliance with the RECs requirements for protecting human research participants. The only exception to this policy is that the death of a research participant must be reported in accordance with the Stellenbosch Universtiy Research Ethics Committee Standard Operating Procedures. All reportable events should be submitted to the REC using the Serious Adverse Event Report Form.

7.Research Record Keeping. You must keep the following research related records, at a minimum, in a secure location for a minimum of five years: the REC approved research proposal and all amendments; all informed consent documents; recruiting materials; continuing review reports; adverse or unanticipated events; and all correspondence from the REC

8.Provision of Counselling or emergency support. When a dedicated counsellor or psychologist provides support to a participant without prior REC review and approval, to the extent permitted by law, such activities will not be recognised as research nor the data used in support of research. Such cases should be indicated in the progress report or final report.

9.Final reports. When you have completed (no further participant enrollment, interactions, interventions or data analysis) or stopped work on your research, you must submit a Final Report to the REC.

10.On-Site Evaluations, Inspections, or Audits. If you are notified that your research will be reviewed or audited by the sponsor or any other external agency or any internal group, you must inform the REC immediately of the impending audit/evaluation.

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Annexure D

South African Police Service *Suid-Afrikaanse Polisiediens*

Privaatsak Private Bag	X9004 CAPE TOWN	Faks No. Fax No.	021 417-7416
Your reference/U verwysing: My reference/My verwysing:	25/7/2/1(201400355)	THE PROVINCIAL COMMISSIONER DIE PROVINSIALE KOMMISSARIS	
Enquiries/Navrae:	Colonel ZG Douse SAC F Hoko	WESTERN CAPE / WES-KAAP	
Tel:	021- 417-7105/7529	8000	

Provincial Head: EHW
South African Police Service
Western Cape

APPLICATION TO CONDUCT RESEARCH WITHIN SAPS: VIEWS OF SOCIAL WORKERS IN THE SAPS ON THE DEVELOPMENT AREAS OF POLICE OFFICERS` S EMOTIONAL INTELLIGENCE: RESEARCHER: W/O VAN DER WESTHUIZEN

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1. W/O Van Der Westhuizen, who is a registered student with University of Stellenbosch, doing her Masters Degree in Social Work, who aims to gain an understanding of the views of the Social Workers in SAPS on the development areas of police officer`s emotional intelligence.

2. Please find attached approved documents together with the indemnity, condition and undertaking signed by the researcher for your information.

3. As per information note approved by the Provincial Commissioner, W/O Van Der Westhuizen will conduct her research at your respective stations and we request your assistance in this regard.

4. Your contact details will be forwarded to the researcher and she will be in contact with your office in due course.

5. Please acknowledge receipt of this letter and forward it back to our office before the research commence.

Kind regards,
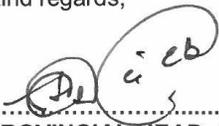
....BRIGADIER
PROVINCIAL HEAD: OD & STRATEGIC MANAGEMENT
WESTERN CAPE
HD HEILBRON

DATE: 2015/02/24.

INDEMNITY

RESEARCH PROPOSAL: RESEARCH PROPOSAL: VIEWS OF SOCIAL WORKERS IN THE SAPS ON THE DEVELOPMENT AREAS OF POLICE OFFICERS`S EMOTIONAL INTELLIGENCE: RESEARCHER: W/O VAN DER WESTHUIZEN

I _Janine Melena Van der West_ huizen a registered student doing Masters Degree in Social Work at the University of Stellenbosch, **hereby confirm that, for the purpose of conducting interviews with the officials, I will be accessing the relevant sport premises at own risk,**

and

I hereby indemnify the service or any member against any claim for bodily injury, loss of life and the loss or damage of property which may occur as a result of me being on the premises for the purpose of conducting the research.

Westhuizen

**RESEARCHER: WARRANT OFFICER VAN DER WESTHUIZEN
A REGISTERED STUDENT AT UNIVERSITY OF STELLENBOSCH**

DATE _____ _2015 . 02 . 23_

Engelbrecht

Witness (Supervisor/Promoter

Name _L K Engelbrecht_

Date _2015 . 02 . 23_

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UNDERTAKING

RESEARCH PROPOSAL: VIEWS OF SOCIAL WORKERS IN THE SAPS ON THE DEVELOPMENT AREAS OF POLICE OFFICERS'S EMOTIONAL INTELLIGENCE: RESEARCHER: W/O VAN DER WESTHUIZEN

I _Janine Van der Westhuizen_ a registered student doing Masters Degree in Social Work at the University of Stellenbosch, **hereby confirm that, i'm fully aware of the contents of section 70 of the South African Police Act, at 68 of 1995.**

NB (The information to be obtained will only be used for academic purpose)

Westhuizen
_____
RESEARCHER: WARRANT OFFICER VAN DER WESTHUIZEN
A REGISTERED STUDENT AT UNIVERSITY OF STELLENBOSCH

DATE _2015 . 02 . 23_

Engelbrecht
Witness (Supervisor/Promoter

Name _L K Engelbrecht_

Date _2015 . 02 . 2013_

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CONDITIONS

RESEARCH PROPOSAL: VIEWS OF SOCIAL WORKERS IN THE SAPS ON THE DEVELOPMENT AREAS OF POLICE OFFICERS'S EMOTIONAL INTELLIGENCE: RESEARCHER: W/O VAN DER WESTHUIZEN

I _Janine Van der Westhuizen_ a registered student doing Masters Degree in Social Work at the University of Stellenbosch, **hereby confirm that, I will conduct the research by Interviewing the mentioned members in the South African Police Service, Western Cape, subject to the following conditions, that;**

(1).   I will respect the privacy of the members and will not divulge any information received from the members of the Service and that such information will at all times be treated as strictly confidential;

(2).   I will sign an undertaking in regard to the unauthorised disclosure of information;

(3).   I will sign an indemnity, indemnifying the Service against any injuries, loss of life or property or damage property while on the premises of the Police Station;

(4).   I will conduct the research without any costs to the Service;

(5).   I will make the necessary arrangements with members who are to be interviewed;

(6).   I will not let the conducting of the interviews with the senior officers cause any disruption to the duties of the officers of the Service or hamper service delivery;

(7).   I will use my own transport for the purpose of the research;

(8).   I will sign the necessary indemnity if there is a need to travel with state transport to a certain point;

(9).   I will provide my own stationary for the purpose of conducting the interview;

(10).   I will only make tape recordings of the interview with the permission of the officers;

(11).   I will only conduct an interview with the officers and will not collect any documents or information in another format other than that which comes from the interview;

(12).   I will conduct the research alone but will supply the full identification and purpose of any person who might be accompanying me on the day of the visit to the station;

(13).   I will at the completion of the research, donate a copy of the research to the Service

**RESEARCHER: WARRANT OFFICER VAN DER WESTHUIZEN
A REGISTERED STUDENT AT UNIVERSITY OF STELLENBOSCH**

DATE____2015 . 02 . 23

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SOUTH AFRICAN POLICE SERVICE **SUID-AFRIKAANSE POLISIEDIENS**

INFORMATION NOTE

REF NO	:	25/7/2/1(201400355)
DATE	:	2015/02/05
TO	:	The Provincial Commissioner: South African Police Service WESTERN CAPE
FROM	:	The Provincial: Commander Strategic Management WESTERN CAPE

Compiled by: SAC Hoko

APPLICATION TO CONDUCT RESEARCH WITHIN SAPS: VIEWS OF SOCIAL WORKERS IN THE SAPS ON THE DEVELOPMENT AREAS OF POLICE OFFICERS`S EMOTIONAL INTELLIGENCE: RESEARCHER: W/O VAN DER WESTHUIZEN

1. A request was received from Warrant Officer Van der Westhuizen attached at Paarl Academy, a registered student at University of South Africa doing Masters degree in Social Work, who aims to gain an understanding of the views of the Social Workers in SAPS on the development areas of police officer`s emotional intelligence.

2. The applicant`s proposal has been perused, evaluated and recommended by Head of Strategic Management, Western Cape

3. The aim of the research is:

   - to describe the nature of a police officer`s work, the role of the Social Worker in SAPS, and the need for the development of police officer`s emotional intelligence by Social Workers;
   - to provide a conceptual framework for the development of emotional intelligence within a law enforcement context;
   - to investigate the views of Social Workers on the development areas of police officer`s emotional intelligence;
   - to present recommendations for the development of police officer`s emotional intelligence by Social Workers in SAPS.

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APPLICATION TO CONDUCT RESEARCH WITHIN SAPS: VIEWS OF SOCIAL WORKERS IN THE SAPS ON THE DEVELOPMENT AREAS OF POLICE OFFICERS`S EMOTIONAL INTELLIGENCE: RESEARCHER: W/O VAN DER WESTHUIZEN

4. Warrant Officer van der Westhuizen has indicated that she will make use of a semi - structured interviews with a minimum of twenty (20) Social Workers in the SAPS and will sensitise the participants on the topic of emotional intelligence.

5. The applicant has indicated that during qualitative studies, the participants will be known to the researcher when personal interviews are conducted to gather empirical data that will be kept secure in a locked cabinet.

6. The applicant will use a set of pre-determined questions as a guide on an interview schedule. Personal face-to-face interviews will be recorded using a voice recorder; however, permission will first be obtained from the participants after explaining to them the reason for usage. The applicant will take notes if the participants are not comfortable.

7. Each participant will sign an informed consent form, after thorough explanation by the applicant regarding the nature of the research. Participants will receive a copy of the signed consent forms and the applicant will keep and store a copy in a secure place.

RECOMMENDATION

8. This office has perused the application and concurs with the recommendation of the National Office that the application be approved, but subject to the following conditions:

- the researcher will respect the privacy of the members and will not divulge any information received from the officers of the Service and that such information will at all times be treated as strictly confidential;
- the interviews are confined to the conducting said interviews with the members at the identified station;
- the researcher will complete an indemnity form prior to the commencement of her research, in terms of which the SA Police Service is indemnified against any injury, personal damage or any loss suffered during the research;
- If information pertains to the investigation of crime or a criminal case, the researcher must acknowledge that, he by publication thereof, may also be guilty of defeating or obstructing the course of justice or contempt of court;
- the research will conduct the research without any disruption of the duties of the members of the Service;
- prior arrangements must be made timeously with the Station Commander of such members to be interviewed to ensure that service delivery is not hampered;

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> **APPLICATION TO CONDUCT RESEARCH WITHIN SAPS: VIEWS OF SOCIAL WORKERS IN THE SAPS ON THE DEVELOPMENT AREAS OF POLICE OFFICERS`S EMOTIONAL INTELLIGENCE: RESEARCHER: W/O VAN DER WESTHUIZEN**

- the researcher may not take photographs of any office or state building as that may compromise security of the police station, and is prohibited by law;
- the researcher will donate a copy of the research work to the Service.

RECOMMENDED / NOT RECOMMENDED

Reconunised on condition as per paragraph seven (7) of this letter.

_____ COLONEL
PROVINCIAL COMMANDER: STRATEGIC MANAGEMENT
WESTERN CAPE
ZG DOUSE

DATE 2015/ 02 / 05

RECOMMENDED / NOT RECOMMENDED

_____ BRIGADIER
PROVINCIAL HEAD: OD AND STRATEGIC MANAGEMENT
WESTERN CAPE
HD HEILBRON

DATE 2015, 02, 11.

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APPLICATION TO CONDUCT RESEARCH WITHIN SAPS: VIEWS OF SOCIAL WORKERS IN THE SAPS ON THE DEVELOPMENT AREAS OF POLICE OFFICERS`S EMOTIONAL INTELLIGENCE: RESEARCHER: W/O VAN DER WESTHUIZEN

RECOMMENDED / ~~NOT RECOMMENDED~~

The application is recommended subject to compliance with the conditions in par. 8. Further permission should be obtained from EHW who will also identify the social workers to be interviewed as per paragraph 4

BRIGADIER
ACTING/PROVINCIAL HEAD: LEGAL SERVICE
WESTERN CAPE
FM MBEKI

DATE 2015/02/11

RECOMMENDED / ~~NOT RECOMMENDED~~

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MAJOR GENERAL
DEPUTY PROVINCIAL COMMISSIONER: PHYSICAL RESOURCE MANAGEMENT
WESTERN CAPE
R FICK

DATE 2015/02/12

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APPLICATION TO CONDUCT RESEARCH WITHIN SAPS: VIEWS OF SOCIAL WORKERS IN THE SAPS ON THE DEVELOPMENT AREAS OF POLICE OFFICERS`S EMOTIONAL INTELLIGENCE: RESEARCHER: W/O VAN DER WESTHUIZEN

RECOMMENDED / NOT RECOMMENDED _subject to conditions_

_____ **MAJOR GENERAL**
DEPUTY PROVINCIAL COMMISSIONER: HUMAN RESOURCE MANAGEMENT
WESTERN CAPE
HS BURGER

DATE 2015 02 12

APPROVED / NOT APPROVED

_____ **LIEUTENANT GENERAL**
PROVINCIAL COMMISSIONER: WESTERN CAPE
AH LAMOER

DATE 2015 02 13

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