





















































































































Academy for the three-year degree qualification. Even communication about learner progress, encouragement and mentoring were to receive more attention. Internal communication of the SAPS Academy also reiterates the need for additional study guidance and contact sessions with learners after normal office hours as part of academic professionalism.

During this transformation process of becoming an academic institution, managers tend to use requests for work to be done instead of instruction, as one would expect in a militaristic environment. Minutes of meetings reflect requests made by the managers of the SAPS Academy to trainers and personnel to adhere to rules. It appears as if instructions are hidden in ordinary debates in meetings, softening the police culture in the SAPS Academy, but even if instructions are couched, they remain instructions nonetheless. Minutes of personnel meetings also reflected reminders of loyalty to the organisation and training behaviour of trainers (Personnel Meeting 2013-C). This change in communication not only revealed conflicting demands of the Academy, but it created a tension in the colonial identity as trainers were now expected to develop a new identity – as professional police officers, trainers and academics. At this point in time, trainers and academics are still regarded as two different identities.



The SAPS Academy started to promote an academic identity in trainers but at the same time placed more emphasis on the police culture to reinforce the professional police identity. In addition, the Training Manager started relying heavily on instruction to enforce trainer pool practices in which trainers are compelled to follow ETD practices according to police ETD policies and achieving predetermined success rates in courses. However, in the midst of the strong militaristic approach of the SAPS Academy, it still demands further development from trainers to obtain higher academic qualifications. These actions brought about tension in the professional identities that the trainers are required to construct. Neither the SAPS Academy, nor the trainers are clear about the standards or specific criteria involved for the construction of any of the professional identities or what is expected of trainers to become

academics. The Academy does what it knows best which is to live the police culture, protecting it and using instruction as method to develop lecturers.

The contradictions in the professional identities are generated by conflicting messages given to the trainers. Trainers are for instance compelled to attend parades, sports days, physical assessments and shooting practice while their main roles are that of trainers. Internal Academy documents indicate that trainers tend to distance themselves from such activities by not wearing police uniform, staying in offices during such events or using doctors' notes that stipulate that the individual is physically unable to participate in sporting events or parades. This behaviour of trainers also renders the STICQ value system inadequate as trainers tend to move away from the principle of teamwork, an integral part of the STICQ value system, by regularly being absent from work and also by not following police regulations in reporting such absence from work in the prescribed manner (Risk Register 2012/2013).

Not all trainers agree with these trainers' response of distancing themselves from activities that promote the police identity and insist that the police's rules prescribe police officers' actions and that trainers, who also happen to be police officers, have to follow the same set of rules. However, trainers explain that the police culture has influenced trainers to wait for instruction before they do anything and only behave like police officers when they are in uniform. Participant 6 was adamant that his job entails the strict following and application of SAPS regulations. P6 expressed his scepticism about trainers that do not practice the police culture as follows:

*Some [trainers] are professional, totally – as you said- and some are not. Me, the type of job that I do is...[I] make sure that people abide by certain rules, being the parade commander, being the discipline guy, seeing that the disciplining people [trainers] are correctly dressed. So, my own fellow colleagues are transgressing the rules that I am applying on these people [learners], teaching them to do. So for me sometimes...it comes to me as unprofessional. So I preach this to the people, but my fellow colleagues do not practice what we preach in the*

*institution. So I mean, we preach and then...discipline is very important to us and everybody needs to abide by these disciplin[ary] measures. Why is it only for the pupils or the learners that comes to us?*

The SAPS Academy advocated a vision of becoming a university, but started the transformation process by protecting the police culture and maintaining the status quo in ETD practices at the Academy. These actions left trainers more uncertain than ever before.

Trainers therefore appear to be confused about which professional identity is needed by the SAPS Academy, because contrary to the effort of the SAPS Academy to inspire academic development, police trainers are constantly reminded of their operational purpose of creating a safer South Africa during commander's parades and at certification ceremonies for learners. This conflicting practice of the SAPS Academy of alternately assigning higher priority to being police officer, trainer and academic adds to the confusion of trainers about what they are and what they are supposed to be.

Trainers responded by assessing the risks that might impact on training provided by the SAPS Academy. Risks, such as unplanned trainer absenteeism, are recorded in a Risk Register that serves as a risk assessment and management instrument for the SAPS Academy. Risks that have the potential of impacting negatively on training activities are identified collectively by trainers during Risk Management Workshops at the SAPS Academy and presented to the management.

The uncertainty of trainers is evident in the SAPS Academy's Risk Register in which trainers and managers considered 'lacking academic qualifications needed for the university partnership' (48.75%) and 'lacking lecturer capacity and lecturer development' (21%) to be high risks for a successful SAPS-university-partnership. They also regard the risk of reinforcing police related activities (rituals of the police culture and identity such as drill, salute and compliment) at a low risk (7%) for an academic environment despite the apparent conflict between police and academic cultures. In addition, a high

risk value of 30% is assigned to trainers not being developed in 'the essence of management and leadership issues' which could result in the SAPS Academy being unable to present all scheduled training programmes for the year (Risk Register 2012/2013). In essence, the identified risks reflect greater concern for the academic capabilities needed in the university-partnership, followed by a concern for trainer capabilities of the Academy. The risks are also indicative of the pressure on trainers to become academics, but at the same time remain trainers. Ironically, the SAPS Academy does not regard the reinforcement of police activities to become a threat to the construction of academic identities.

Trainers listed the poor communication between role players within the Academy to be a low risk for training (Risk Register, 2012/2013). Knowing that low risk threats are not really managed in the SAPS Academy, some trainers started treating commanders' instructions as being mere requests to do something. These trainers used the Commanders' softer communication style to move away from the police identity and culture. The coexistence of two different modes of tasking trainers in the SAPS Academy, namely the 'issuing instruction' which is associated with a strong authoritarian approach in a militaristic environment and the 'requests and expectations' approach which is associated with an academic setting, created confusion among trainers.

Several trainers started moving away from police rituals such as Academy parades by booking off-sick or by wearing civilian clothes as means of showing resistance to the militaristic police culture in the SAPS Academy (Risk Register 2012/2013). This type of behaviour highlights the error in judgement of the SAPS Academy that the reinforcement of police activities will not become a threat to the construction of academic identities.

The uncertainty then, or perhaps confusion, among trainers of *who they are* therefore seems to influence trainers to break the rituals of a police culture and ultimately shape their own profession as trainers. It is thus possible for trainers to assert their views on some issues and not others. The trainers' conduct may also be indicative of feelings that they do not belong in the trainer pool or Academy anymore, or even that they are busy constructing

pure academic identities. Trainers' communication for instance, is used to weaken the police culture by using less militaristic forms of communication. Trainers are now using personal communication media, such as e-mails, to comment on official matters in a more personal and academic note. They use first names instead of ranks. Moreover, trainers now regard supervisor requests as guidelines instead of an instruction.

The trainer pool does not contribute to the construction of academic identities directly, but trainers do construct their academic identities to some extent by comparing the trainer pool activities with what they perceive to be academic activities. Participants, especially P1, P4 and P7, were able to identify some practices that need to change if the Academy wants to become a university. They highlighted that they will have to work towards synergy in faculties in future to allow subject specialists to drive their departments. Such faculties will consist of lecturers that specialise in the same field of study such as lecturers that specialise in subjects within the discipline of law to research and develop curricula and course material. Meetings will therefore have to be held differently to the current trainer pool practices, be more focussed and structured to bring together academics in faculties and not in such a general form of the trainer pool. Trainers will also have to use their own initiative if they want to become academics and develop an interest in self-development and becoming scholars.

#### **4.3.3. Academy driven interventions to construct trainers' professional identities**

The SAPS Academy follows a mixed approach to constructing professional identities, because there are basically two groups of trainers in the Academy. One group is identified for development towards becoming lecturers and another group who will remain police trainers or instructors who have to maintain the police culture in and outside class.

On the one hand, the management of the SAPS Academy intensified the attempts of the SAPS to strengthen the professional police image of the

organisation. Trainers are operationally trained police officers, which requires them to wear and work in police uniform. As a result, they also have to undergo two physical fitness assessments per year to prevent their physical appearance from becoming an embarrassment for the SAPS and to keep them operationally ready for deployment. Trainers are also expected to maintain their firearm handling and shooting competence. More control measures were put in place by the Academy to ensure that all trainers abide by instructions to be assessed on their physical fitness and firearm competence. More emphasis was also placed on police rituals such as holding parades that would make the police culture more tangible and reinforcing discipline among trainers.

On the other hand, the SAPS Academy simultaneously strengthened the trainer identity by having the HRD Division's pledge recited by trainers at official training events and personnel meetings. This is done to instil pride in trainers. Reciting the pledge also serves as a reminder to trainers to commit to those principles that the Division HRD associates with a professional ETD identity, referring to being committed to perform to their best ability - with integrity, impartiality, respect for colleagues, accountability for actions, to serve with loyalty, pride and dignity and to uphold the South African constitution (SAPS Division: HRD presentation 2013-03-04). In addition, the SAPS Academy has also implemented the HRD Division's STICQ value system to promote a better service orientation, teamwork, integrity, commitment and quality among all personnel in the SAPS Academy (SAPS Reference 3/9/4 2013-05-13). The STICQ value system runs alongside the SAPS Code of Conduct and values. It is a call to render an overall ETD service of quality (Personnel Meeting 2013-04-25). This effort to regulate trainers and behaviour is taken further by the SAPS Academy in its Academy Orders as "it is designed to promote mutual respect, based on moral principles or rules that regulate professional conduct in the South African Police Service (Academy Orders for Personnel and Learner Conduct 2013).

It is clear that the SAPS Academy is trying to construct professional police identities in trainers (in the process of promoting the professional SAPS

image) while simultaneously attempting to construct professional trainer identities in trainers.

The documents studied indicated that the actions of the management of the SAPS Academy frustrated the trainers. Trainers expressed their concerns that the police rituals such as parades, trainer pool meetings and other activities impact negatively on their class time while they are still expected to maintain ETD standards and achieve the predetermined number of competent learners. Trainers indicated, specifically that the '*setting of unrealistic due dates for activities over and above normal training interventions*' pose a risk to training activities in the SAPS Academy (Risk Register 2012/2013). Such due dates would refer to the setting of completion dates for additional work or projects over and above the normal tasks of trainers.

While most of the participants argued for equal treatment and inclusion of all trainers in the development plans of the SAPS Academy and university, P1 does not want to be an academic. Participant 4 shares the desire to become an academic, but suggests that police trainers and university lecturers should have separate work spaces, because they will have different professional identities and work practices which might cause friction in the workplace. This view is not shared by other trainers. Trainers explain that both trainers and lecturers should have equal access to resources and share work space. They argue that for trainers to become lecturers, the SAPS Academy has to support them by having computer and internet resources available for their use.

Interviewees share the opinion that the management of the SAPS Academy should recognise the available skills levels of trainers and utilise their abilities. All trainers can contribute to the new police-university-partnership, but the SAPS Academy must put in some effort to develop and retain its talent. P1 has a strong opinion. She argues:

*...one of the most important things is to recognise the skills that we have in the academy and to compare it with the skills that is needed for the university. Not necessarily qualification-wise, but ability-wise*

*meaning that every person in the Academy must have a sort of shared vision of what is expected in the university and what important role each and every one of them will be able to fulfil in achieving this goal.*

Participant 5 suggested that the managers should become the role models who strive for the same vision and they should create a healthy work environment. All interviewees put the responsibility to develop trainers to become lecturers in the hands of the SAPS Academy. They argue that everybody should be afforded opportunities to be developed by improving their qualifications and to develop trainers to become academics in the end. While other participants propose an inclusive approach, which will include all trainers of the SAPS Academy in trainer specific development, participant 2 argues that only willing and able trainers should be developed to lecturer level. He states:

*...we must now move from an academy or, as we said, a college to a university. I would say that it is a responsibility of the police to bring all the trainers – in brackets, who are willing – up to that level, to be ready for it.*

Trainers caution that development should be focused on academic specialisation, focusing on one specific subject field. P5 argues for specialisation and posits that:

*...something must change because we are like a 'mixed masala'. But in the university you will find people who are following a certain trend. In the Academy we are presenting everything and it does not have a direction.*

Participants point out that the SAPS Academy addresses trainer attitudes first in order for trainers to become more committed towards their profession. Trainers should not just to see their work as doing their job, but as a

profession. However, more has to be done to involve all trainers in working collaboratively and to encourage collegiality. To this end, P7 explicates:

*...people are inherently very competitive and they see it as... you know...if you have collegiality, it means that you see the bigger picture, that you want to build this organisation into a training institution of repute... I think we are undermining ourselves, because the one wants to be better than the others. Competition is healthy as long as people know that, if they work together they may achieve even more.*

Participant 1 expressed the need for the SAPS Academy to show some excitement:

*...management need[s] to be excited about it because if they are negative and say that 'this was now forced on us and we need to adjust to achieve the goal of the General' then it is not a reality to them and it is more some sort of a schlep instead of a really exciting era.*

Participant 6 proposed that the management of the SAPS Academy must reduce clique forming among trainers and stop treating trainers and lecturers differently in the trainer pool. Participants propose creating healthy relationships in workplace and suggest that the SAPS Academy should avoid creating two sets of identities – as lecturers and as trainers. Contrary to this view of the other participants, P4 argued:

*...We must stay this side as the police and they [remain] lecturers that side.*

The SAPS Academy can according to P1, become more pro-active by preparing trainers for change because the trainers tend to sit and wait for something to happen.

#### **4.3.3.1 Enacting the police culture**

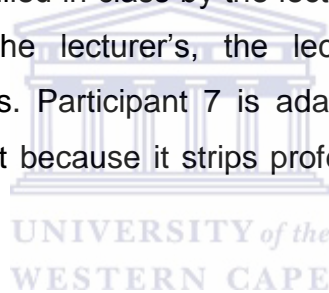
The SAPS Academy took the instruction of the National Police Commissioner to become more professional to heart and started working towards the establishment of a 'Professional Police Department' within the SAPS Academy to maintain the ethos of the SAPS and to inculcate such ethos in visiting police officers during their attendance of courses. Specific course content had to be developed to retrain police officers on matters such as police protocol, command and control, drill and parades, ethics and integrity, patriotism, delegation of authority and Standing Orders of the SAPS (SAPS Academy Operational Plan 2012)

Meanwhile, by command of the Commander of the SAPS Academy, all police officers working at the SAPS Academy or visiting the SAPS Academy are compelled to attend militaristic parades once a week. Trainers also stand parade at the start and end of duty in front of their immediate supervisors on a daily basis. The trainers are inspected at these parades to ensure that they are correctly dressed in uniform in accordance with the SAPS Dress Orders. This action started reinforcing the police culture of being on time and correctly dressed when trainers report for duty. It also serves as measure to enforce attendance of police rituals such as banquets and events such as sports days. Even the closing functions of training courses embrace the police culture as it is done in the form of military parades and banquets. At these events, the police regulations pertaining to hairstyle and wearing of police uniform are enforced, while the event is opened by reading the HRD pledge (Management Meeting 2013-06-10).

True to the SAPS culture and in supporting the renewed focus on police protocol, managers and section heads started applying stricter control of communication from trainers to offices outside the SAPS Academy to ensure the professional standard of correspondence and to coordinate communication to higher offices. All correspondence had to go via the Commander's office and communication between sections in the SAPS Academy had to be done through the offices of the section heads.

In the process of living the police culture, very little room is left for academic identity construction. Limited guidance is given from the Division HRD and senior managers, and nothing more than just encouragement for further academic studies is offered to trainers. This raises the question whether or not the authoritarian police culture is compatible with the creation of an academic identity and culture at the SAPS Academy.

Participant 7 argued that the enactment of the police culture and wearing of police uniform and the rank structure stand in the way of becoming academics. He/she argued that lecturers should wear private clothes because the uniform gets in the way of teaching. However, the police ranks appear to be the biggest cause for concern as it hinders professional trainer practices. When the ranks of students are lower than that of the lecturer, the students raise concerns of being bullied in class by the lecturer, but when the learners' ranks are higher than the lecturer's, the lecturers complain of being intimidated by the learners. Participant 7 is adamant that the police ranks should be made redundant because it strips professionals of their dignity as she explicates:



*... I never worked in a militaristic environment before, always in a professional capacity. So working in this environment was a novelty. Getting a rank for example... you are deemed according to your rank as if your rank is what you know and equates what you know ... Where I used to be treated with the necessary respect and esteem because of my qualifications and occupation, I found that in the police service you are inferior, or you are supposed to see yourself that way. So I am looking forward to the changes and new developments where skills and qualifications will finally be acknowledged...*

#### **4.3.3.2 Enforcing Trainer Pool ETD practices**

The training manager (Training Provisioning Section Head of the SAPS Academy) whose responsibility it is to make sure that training takes place in accordance with the police ETD policies and standards, followed through with

the militaristic instruction-based management approach in managing the training activities in the SAPS Academy.

Trainer pool meetings are held every morning where trainers' presence and dress code are monitored and trainers are assigned to class by the Training Manager. Trainers are also informed of the day's events and happenings that might interest them or affect their activities for the day. Copies of SAPS policies, changes to policies and National Instructions are mentioned during these trainer pool meetings and then filed in either a Trainer Communication file or a General Communication file if the document contained information of happenings in the SAPS that the trainers should take note of. Trainers are then instructed to study or read and implement the content of organisational policies, to comply with it or to incorporate such policies in the lectures on related subjects. Other matters, such as training and development opportunities and finding substitute trainers for absent trainers' classes are also dealt with at trainer pool meetings. Trainers are expected to learn how to present new subjects through 'multi-skilling', a process in which trainers develop new knowledge and skills of a subject unfamiliar to them (Management Meeting, 2013-06-10, Management Meeting, 2013-08-19). The term is frequently used in the SAPS Academy and is 'borrowed' from the more familiar concept of job enlargement, which in turn is often equated to multi-tasking. Employers use the term to refer to actions in which employees' job range is increased and job specialisation is decreased.

Managers are tasked to maintain and protect their police culture. They use both police practices such as enforcing discipline and training practices such as monitoring trainers' use of police experience during lectures to strengthen the trainers' police identity. Planned and unannounced visits to class by monitoring and evaluation personnel ensures that both learners and trainers are disciplined, on time and correctly dressed while also evaluating the ETD practices. Any unwillingness to participate in Academy or training practices is met by instruction or threats of disciplinary action from supervisors. It is evident that internal communication is mainly used to reinforce the police identity over a trainer identity by keeping trainers entangled in processes such

as parades and militaristic certificate ceremonies, attending physical fitness assessments or attending shooting practices.

The coercive police culture is also used to dictate the success rate for courses in the SAPS Academy's Operational Plans, placing trainers under pressure to declare learners competent on assessments. Trainers are managed to ensure that a specific percentage of course delegates are declared competent at the end of the course. Training managers' performance levels are measured on attaining these targets. The pressure is subsequently cascaded to trainers to ensure that these targets are met. Trainers have to account for their achievement towards the prescribed success rates in training and for their efforts to maintain and protect the police culture during their performance reviews.

In response to the SAPS Academy's efforts to control the trainer roles in the SAPS Academy, trainers collaborate to construct their own roles and performance plans, which is indicative of the construction of their own professional identity and profession. The trainer pool of the SAPS Academy has two different communities of practice, basically differentiated by the focus of their programmes and courses that they are involved in. The trainers who are expected to become lecturers focus on teaching theoretical work that covers a variety of topics such as finance, supply chain management or crime prevention. The other trainers who will remain trainers or instructors will focus on police culture aspects such as drill, fitness and parades. However, both groups are still expected to multi-skill to be able to present any module in the Academy. This brings about tension between the two groups which functions like communities of practice. They use their job descriptions to demarcate their own roles and responsibilities, usually linked to the courses they present. Moreover, this is different to what others in the SAPS Academy do and think the trainers must do. Trainers use this job description to negotiate what they are prepared to do. Participant 6 explains that:

*...people tend to go according to their job description - 'Trainers do this' or 'this is not part of my job description, so I am not doing that'.*

Trainers also refer to tasks in their job descriptions to negotiate further development and training opportunities. Continuous trainer development is perceived by trainers to help shape their trainer identity. Participants also explained that affordances for training are useless unless they get the opportunity to apply the skills in the workplace. Trainers use their reflective skills to change and improve their pedagogical approach in their ETD practices once they return from courses. P2 explains:

*...the police helped me and assisted me to reach that certain level, but I foresee [that] in the near future that I can go develop [myself] more. Like the current programme that I'm busy with. I foresee that when I'm finished with it, I will be on a higher level...knows how to transfer that knowledge to other people.*

Personal development offers opportunities to gain knowledge and provides exposure to professional role models like university lecturers and experienced trainers whose skills can be blended with their own. P4 adds:

*...attending courses is important because you see different skills there. You go to a certain trainer, you see how is he approaching his training and then you also mix it with your own skills.*

Participants emphasised that the more frequent the development opportunities are, the stronger the feeling of achievement and the closer they get to becoming professional. Accepting and requesting training and development opportunities seem to pay off in the workplace as most trainers of the SAPS Academy have been recruited while attending a course presented by other SAPS trainers. However, not all development opportunities are utilised to the benefit of the police academy as some trainers are using skills development opportunities for personal development and in so doing are constructing identities that are not usually found in police training settings. Participant 3 for example regards himself as a consultant in and for the SAPS Academy. He explicated:

*...to be honest, I am about to leave – I want to see whether I cannot go on early retirement next year. That is why I scoop as many training and development opportunities as I can, because I intend to leave, but I must have a lot of knowledge.*

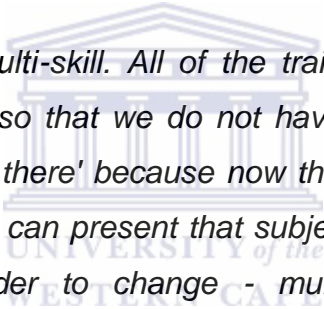
The trainers' key performance indicators as contained in their job descriptions serve as guideline for more directed professional development, referring to ETD focused development for trainers. The Human Resource Manager explains that *"...The training needs should be in line with the organisational objectives and should enable the individual to be more productive."* (Training Committee Meeting 2012-10-02).

Trainers also draw upon those practices reflected in their job descriptions that are closer to a trainer or academic identity, like reviewing their lecture material, to maintain or improve their professionalism, but this only occurs when they are invited to participate in the review of course material. It does appear though that trainers aspire to become more professional in their ETD practices by improving their planning courses and providing for more care for learners. It is clear that when trainers develop their job descriptions, they draw from the practices evident in their profession as trainers as they perceive it.

In a restructuring meeting held at the SAPS Academy (2013-05-22) the two training managers agreed to conduct a workshop with trainers to develop their own job descriptions for the work that they do, while the trainers who also coordinate courses had to *'...work out their own Job Description. Once the Job Description is done, Coordinators can take up the challenge of coordinating training courses while teaching in the same courses.'* Trainers tend to see themselves as professional trainers who are registered assessors and moderators, and not necessarily as police officers who work operationally or academics that have to produce research papers. Alarming, this might also be the reason why the trainers' required qualification level for becoming a trainer is set by them to be at a high school exit level qualification in their job

descriptions. This is far below the masters level qualification anticipated for academics of the new police-university-partnership. The job requirements set by the Training Manager of the operational training programmes for himself, for the 2012/2013 financial year reflected the qualification level as 'Grade 12 or equivalent... National Qualification Framework (NQF 4)'. This implies that any new appointee to such position will have a lower qualification level than what is expected from the police trainers being developed to become lecturers.

At the same time, some trainers have indicated the relative high risk for the SAPS Academy if trainers' ETD capabilities are not developed through multi-skilling (Risk Register 2012/2013). Participant 6 defends the current multi-skilling approach of the trainer pool. He posits:



*...all of us, must multi-skill. All of the trainers must be able to present everything, so that we do not have the problem of 'this two trainers are not there' because now the trainees lose out as there is no one who can present that subject. So, that's what we need to do in order to change - multi-skill everybody on everything.*

Other participants like P1 and P5, who aspire to become lecturers are opposing this view and explain that most of the trainer pool activities will change when trainers adopt a more academic orientation. Participant 1 argues that multi-skilling has to make room for specialisation in faculties.

Trainers also construct their trainer identity by doing information searches and additional reading, but this seems to be done on their own initiative and just when needed. Trainers explain that even though standardised learning material is provided to them, they still read and research further to protect their integrity as a trainers. However, although trainers are free to conduct research, such information searches are merely done for quick confirmation of facts. Very often, learners are kept busy with group work in class while the trainer would rush to the library to conduct an internet search for information.

Participant 5 confirmed this notion of quick internet information searches but added that it is done on own initiative. Printed copies of such new internet information are handed to the learners in class as testimony of trainers' professionalism, but it is not necessarily shared with their colleagues in the trainer pool. P5 expressed her concern:

*To make copies for others? Nah, not everybody does that, no. Even if it is something new, some people keep it for themselves.*

Trainers generally shape their own professional and trainer identities, based on their own experience and participation in work practices. This experience is often gained due to affordances for personal development and exposure to new tasks in the workplace. Trainers explained that being exposed to professionals at work in academic settings such as a university, or being offered the opportunity to practice one's skills in the presence of lecturers and persons with academic titles, seem to contribute most to professional identity construction. Participant 1 explained:

*...and I think [that] when I conduct[ed] my studies at Stellenbosch, training was seen as, and presented as, a profession and from there [on] I see myself as a professional educator in adult education.*

Police trainers seem to struggle with the idea of having more than one professional identity and find it difficult to determine what it is that they are expected to be, trainers or academics or police officers. On the one hand, trainers cling to their trainer identities and on the other, they desperately want to become academics. For the latter, just being labelled a 'professional' seems to have enough influence on the construction of such a 'professional' identity as they attempt to live up to that label.

#### **4.4 Summary**

This chapter presented data collected from documents and interviews with trainers of the SAPS Academy. The results contain insights of how police

documents such as policies and procedures attempt to regulate the construction of professional identities of police trainers. The interview data revealed the how trainers view themselves in relation to the identities that the organisation attempts to create. The data reflect the ways in which trainers construct their professional identities when they respond to organisational efforts to construct police, trainer and, to some degree, academic identities. A discussion of the results is offered in Chapter 5.



## Chapter 5

### ***Conclusions and Recommendations***

#### **5.1 Introduction**

This study set out to determine how trainers construct their professional identities in a changing working environment in a training academy of the South African Police Service (SAPS) in the context of a police-university partnership. The study specifically focused on uncovering how police trainers perceive their professional identities and how they construct their professional identities in such a changing workplace. Finally, the study offers some recommendations, which SAPS can consider should the organisation wish to promote the change of professional identity from trainers to academics. However, as explicated in Chapter 2, the term professional identity in the SAPS Academy context is used to refer to one of three professional identities being the police identity, trainer identity or academic identity.

This chapter will therefore offer the findings of the study by firstly discussing the data in relation to the literature offered in chapter 2 and reaching conclusions.

#### **5.2 Relational and ongoing construction of professional identity**

Professional identities are shaped as an ongoing process during social interaction in communities of practice (Hotho 2008.; Caihong 2011). While trainers' description of their professional identities ranges from being an academic, educator, consultant, trainer, teacher and lecturer, they tend to describe their professional identities in terms of what they do at the SAPS Academy and what they have done in the past. With the exception of P7, all participants referred to being a police officer first before entering the training environment. However, beyond the obvious police identity being the first professional identity, interesting differences emerged.

Some trainers are closer to a police identity because of their identification with the police culture. As police trainers they wear the uniform worn by police officers. The fact that they do not meet the academic standard of university lecturers, by not having the masters level qualification in policing, may also play a role in these trainers' associating with a professional identity that they are accustomed to. Hotho (2008:724) explains that it is the existing knowledge domain, rules, norms and conventions of a profession that socialize individuals into professions. Constructing a professional identity is thus not an automatic occurrence. Blåka and Filstad (2007:65) posit that trainers will enter the workplace with a pre-existing identity and construct their new professional identities in the process of becoming insiders and when they can learn the culture and language through formal and informal interactions with their colleagues. While trainers shape their professional identities when they learn the formal part of the practice they will be more successful at work when they engage in informal relations and participate in informal communities of practice (Blåka & Filstad 2007:61). Trainers who have not been exposed to the role of an academic will therefore find it hard to develop an academic identity because the rules, norms and practices are unknown to them.

Other trainers are distancing themselves from the police identity, not completely, but to a noticeable extent. It seems that the terms 'educator', 'academic', 'trainer', 'teacher' and 'lecturer' are not synonyms but have different meanings for police trainers. For instance, one trainer uses the teacher identity to describe herself because she does not want people to think that she is a police officer, while another trainer regards herself as an academic because of the element of research in her daily activities. These different identities are the result of individuals' choices and attitudes towards specific professional disciplines or practices, in this case the police identity. Hoskin and Anderson-Gough (2004:71 in Steele 2008:39-2) explicate that choice and attitude have powerful influence on the choices and approaches of professionals about their development and identity construction.

The educator identity of trainers is used as an elevated identity as it is regarded to encompass the roles of being trainer, facilitator and instructor. The lecturer identity on the other hand, was used as an equal alternative for a registered professional identity such as being a psychologist. The trainer used the term to distance herself from the police identity and to challenge the perception in the SAPS Academy that the rank of police officers determines what they know. This could also be the reason why another trainer identified himself as being a consultant. The trainer explained that due to his years of service at the Academy and all the administrative and leadership roles that he has played, he has more knowledge and experience of everything in the SAPS Academy and therefore offers advice to everyone in the workplace. These trainers' perceived professional identities could be the product of their conscious action and the outcomes of self-reflection (Chappell et al 2003; Melucci 1996 in Stokes & Wyn 2007). Associating with a particular group of employees in the SAPS Academy seems to create a sense of belonging to that particular group, although in this case, there are only two clearly distinguishable groups in the trainer pool, a group of trainers who will become lecturers and a group of trainers who will remain trainers or instructors (Hotho (2008:729).

These differences in trainers' perceptions of their professional identities could also be explained by Watson's (2006: 509) and Michael's (1996) arguments that identity is more relational than fixed and is defined by the difference between ourselves and others. According to their argument, trainers' identities will have meaning within a chain of relationships and that they will not have a fixed point of reference for their identities. This may be true for SAPS trainers as they do assume identities that change over time, depending on what they do at work. It seems as if participants position their professional identities according to its perceived 'status', because professional identity fulfils the need for status (Hotho 2008). Trainers' perceptions of themselves indicate that they are more likely to construct professional identities in roles that are perceived to enjoy higher professional status in the social or work environment.

They all see the trainer role as having higher status than that of an 'ordinary' police officer at the SAPS Academy. Trainers perceive their changing roles in the SAPS Academy as a form of progression in their professional identity where one aspires to become an academic as a form of achievement. The police identity is posited as the 'starter identity' with 'academic identity' at the higher end of trainers' professional identities. This view of trainers fits well with the arguments of Caihong (2011:7) as he explains that trainers' personal changes together with their perception of themselves as members of professional groups will construct their professional identity. As trainers move into new roles they will conform to the new professional group's norms and rules and construct such professional identity.

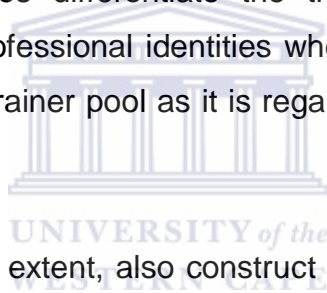
### **5.3 Negotiating identity when becoming part of a professional group**

Participants generally found it difficult to relate to more than one professional identity at the same time although they do move between professional identities during the course of their work. They would assume a trainer identity when in class, but this identity changes when they wear uniform, in which case they assume the police identity to some degree. Trainers draw from the tension between the focus of the SAPS Academy and their academic identities to negotiate their roles and responsibilities in the process of shaping and reshaping their academic identities and identities as researchers (Billot 2010:709).

As indicated earlier, the police identity is not only about wearing a police uniform. It is also about police rituals and culture, salute and complement and the acknowledgement of seniority, performing roles of police officers and enforcing the police hierarchy in the training processes. Not all trainers committed to the police identity. During the transition period of becoming a university, trainers started to move away from the wearing of uniform and by implication from acting as police officers. This move necessitated a stronger approach by the SAPS Academy to reinforce the police culture and the wearing of police uniform. Extra effort was taken to ensure that all trainers

attend parades in uniform where they were inspected to ensure that they follow the SAPS Dress Orders and protocol at the parades. Opening and closing functions of courses were also done in a more militaristic fashion.

Having studied police documents in the SAPS Academy and conducting interviews with trainers, it became evident that regardless of which professional identities trainers perceive to have, their real professional identities move between being a police officer and trainer depending on the type of task they are performing at the time. Since trainers are only performing the roles of police trainers and police officers they are only following such policies and rules of the SAPS that are relevant at the time. The knowledge of the trainer pool, the rules, norms and conventions of the trainer pool and of the SAPS Academy are used to socialize new trainers into being an Academy trainer or police officer working at the Academy. Hotho (2008:724) explains that such norms and rules differentiate the trainers from other groups. Trainers construct their professional identities when they negotiate their way into becoming part of the trainer pool as it is regarded as a professional ETD practitioner group by them.



Some trainers, to a limited extent, also construct their academic identities as they aspire to become academics. This construction of identity rests on the assumptions made by trainers who will move into academic roles of what an academic does in tertiary institutions. Prospective academics do not grasp the role and activities of lecturers other than obtaining higher academic qualifications and conducting independent research<sup>5</sup>. When trainers were introduced to the idea of becoming academics they realized that they had to adopt new roles and responsibilities, but working towards unclear goals and boundaries of responsibilities, they experience tension and uncertainty about their professionalism (Robinson *et al* 2005:184). This was exacerbated by the confusion caused by the Academy's advocacy of becoming an academic institution while simultaneously reinforce the police culture.

---

<sup>5</sup> Trainers became aware of the elements of academic work only recently when it was introduced in the job descriptions of the few trainers who act as university tutors.

Trainers' identities may reveal much more about where they find themselves in their careers and social lives. Although participants were not prompted about their social lives, Hotho (2008:728-729) argues that professional identity is but one of several social identities of an individual and that professional identity fulfils the need for status that drives social identity ascriptions. From this point of view, trainers may view themselves as academics because they ascribe more status to being academic than to being a trainer and perhaps why they interpret the terms educator, academic, facilitator, trainer, teacher and lecturer to have different meanings.

#### **5.4 Regulating the construction of professional identity**

The construction of academic identity can be influenced by the organisation, especially when academics face organisational pressures to mould their identities to fit normative expectations (Thompson & McHugh 1995 in Nair 2010:8). Nair (2010:6) argues that the regulation of employee identities can serve as a potent yet less obvious form of organisational control. Nair (2010:12) proposed various modes through which the identity of individuals in an organization can be regulated. These modes include the use of policies, mission statements, pledges, sets of morals and values, defining persons and the knowledge and skills requirements, identification forms such as academics, the rules and behaviour of professionals and the context.

The SAPS Academy relied heavily on the use of policies, pledges and values to inculcate the character and identity it desires in the Academy. Policies aimed at standardising and professionalising the conduct of police trainers as Education, Training and Development Practitioners (ETDPs) should therefore make provision for the development of a professional ETDP (trainer) identity. However, the SAPS policies are not as clear about the desired professional identity of its trainers other than stating that police ETDPs, referring to employees who have experience or special expertise, should meet ETDP requirements as determined by other statutory bodies such as the Safety and

Security Sector Education and Training Seta (SASSETA) and South African Qualifications Authority (SAQA) (ETD Policy for the SAPS 2012:5). The basic educational qualification of trainers is also not stated in the ETD policy of the SAPS (2012), but it does emphasise more experience in the policing environment. The requirement necessitates expertise and experience in the field, related to the subjects in which police officers will train, but their academic standing is not stipulated to be higher than that of the learners in class. In the case of trainers who specialise in monitoring and evaluation of training interventions, the basic ETDP certificate on level five of the National Qualifications Framework forms the basic requirement, supplemented by previous experience in the operational field and training environment. Despite the Academy's renewed focus on the implementation and adherence to police policies, it is not as potent in developing trainers' professional identities as posited by Nair (2010:6).

While Blåka and Filstad (2007:61) argue that organisational policies play a vital role in the way in which trainers will learn the formal part of the practice which shape their professional identities, SAPS policies and other official documents are not given much attention to by trainers as they only refer to it when they are questioned about it. Policies on its own therefore do not play much of a role when trainers construct their professional identities. It is only when the SAPS Academy gives effect to policies and police national instructions that the police identity is constructed as it provides the opportunity for trainers to practise the police culture or training processes. Trainers therefore construct their police identity when they practice the rituals of the police culture and identity such as drill, salute and compliment, holding parades and reinforcing discipline among trainers. It is through lived experience that trainers' professional identities are shaped.

To this end and in line with Nair's (2010:6) argument of using policies and pledges to regulate identity construction, the SAPS has realigned its HRD identity by implementing a pledge in which the division's identity is defined by a commitment to always perform to best ability with integrity, impartiality,

respect for colleagues, accountability for actions, to serve with loyalty, pride and dignity and to uphold the South African constitution (SAPS Division HRD presentation 2013-03-04). The HRD pledge is recited at the start of every management meeting, certification ceremony and parade as constant reminder of being professional in training practices. These continuous efforts to inculcate a professional identity can be understood in relation to Blåka and Filstad (2007) and Hotho (2008) who argue that professional identities are being shaped as an ongoing process during social change while organisational policies play a vital role in the way in which professionals shape their identities.

Trainers encounter organisational pressure in the form of policies and operational instructions to strengthen police trainer identities rather than to enable the construction of the needed new academic identities. As indicated earlier, there are distinct professional cultures in the police setting and a university. Trainers therefore have to navigate the tensions between the institutional culture in their daily practices and in constructing their professional identities. The trainers' construction of professional identities is shaped through their experience of change in their work environment and working conditions. Should SAPS consider using its policies to regulate its trainers' identities, there has to be an association or belongingness to the organisation by the trainers before identity construction or manipulation of professional or academic identity can really occur (Nair 2010). Currently, trainers construct their professional identity based on their perception of themselves as members of the trainer pool which has its own norms and rules (Caihong 2011:7).

While there is deliberate intervention by the SAPS Academy to regulate the construction of police and trainer identities, Nair (2010:12) cautions that constructing a professional identity is not an automatic occurrence and that individuals differ in how they respond to attempts to control and regulate identity construction in organisations. In this regard, Nair (2010) warns that individuals tend to resist identity regulations because of its undesirability in the workplace. However, even if the SAPS Academy could regulate the transition

of trainers to become academics, the heterogeneity of academic staff generally hinders the development of a cohesive organisational identity (Silver 2003 in Billot 2011:713). The SAPS Academy will thus have to continue its efforts to support the 'new academics' by honouring their values of collegiality, collaborative management and academic freedom (Billot 2010:712).

Policies and other instructions, or the lack thereof, thus impacted differently on trainers of the SAPS Academy. Three different scenarios could be distinguished:

- Police identities are being shaped through the actual enactment or enforcement of SAPS policies that serves as framework for the profession.
- Training processes that are regulated by training policies play a direct role in the construction of trainer identities
- The absence of clear policy and identity construction

Firstly, in terms of the police identity of trainers, the policy and other SAPS documents seem to play a role of how a police officer should execute his or her duties. It seems to serve as a framework that sets the boundaries for the trainers' conduct. However, it is through the engagement in work practices that are regulated by these policies that the trainers really shape their professional police identities. The wearing of uniform for instance helps to instil pride and a sense of professionalism in trainers. It is therefore not strange that police officers assume their police identity when in uniform or when they play a police role while not wearing the police uniform, but as not all trainers are comfortable with the police identity in training environment though. Nair (2010) explicated that most individuals find the issue of identity regulation as undesirable and thus resist such attempts. The main reason for resisting identity regulation is that there is no certainty that compliance to identity regulation actually result in identity modulation.

It emerged during interviews that some trainers deliberately move away from the police identity culture by avoiding militaristic parades and not following

police directives. The trainers have also identified a greater need for academic capabilities in the university-partnership than for trainer capabilities of the Academy. Trainers have classified the need for academic identity as a risk because they experience pressure to become academics, but at the same time it is expected of them to remain trainers. Ironically, the SAPS Academy's stance to reinforce police culture was not regarded as a threat to the construction of academic identities.

While polices seem to play an enabling role in the construction of professional identities, in the SAPS Academy it also highlights the tension between the construction of police identities and the construction of academic identities. One of the participants has expressed her concern that the culture in the police is that people think the higher the rank of an individual, the higher the level of knowledge. It therefore seems as if the instructions given by managers are being questioned by trainers during the transition of the SAPS Academy to become a university. It is evident that authority positions present in militaristic environments create conflict in academic settings as far as construction of professional identities are concerned.

Secondly, policies and other police documents and trainers' responses to these play a more direct role in terms of the construction of trainer identities. Trainers follow the ETD processes of the SAPS Academy, albeit by instruction and close supervision by the Training Manager. SAPS ETD policies, changes to organisational policies and national instructions are mentioned during trainer pool meetings. Trainers comply with ETD policies by incorporate the content of organisational policies in their lectures. Trainers tend to feel comfortable in assuming their trainer identities considering that is what they do at work. Organisational policies such as the SAPS ETD policy therefore play a vital role in which professionals shape their identities. This policy requires trainers to continuously develop themselves in the field of their expertise. Trainers take this part of the ETD policy seriously and would even request professional development in the field of ETD to further develop their trainer identities. Trainers are also exposed to ETD practices at the SAPS

Academy and at other training institutions. It is through self-development, practice-based affiliations and institutional associations that trainers shape their professional identities (Higgs, Barnett, Billett, Hutchings & Trede 2012:31). To this end, one can argue that the ETD policies do play a role in the construction of trainers' professional identities and even when one considers the Training Manager's direct influence, the trainer identity construction process happens with less enforcement from the rest of the SAPS Academy. In fact, identity construction could be more the result of working in the trainer pool of the SAPS Academy as it functions like a community of practice. When trainers learn through experiences and share their ideas in their trainer pool, their community of practice, they are constructing professional identities (Higgs, Barnett, Billett, Hutchings & Trede 2012:31).

The third scenario involves the absence of clear policy or direction other than a brief presentation about the anticipated police-university-partnership and an instruction to prepare the SAPS Academy for such endeavour. The partnership with a university prompted the SAPS to develop trainers into lecturers. This meant that the SAPS Academy had to develop academics that would meet university level standards of having at least a Masters level qualification. However, in the process of communicating the need for academic development and the accompanying organisational changes in the Academy, trainers received conflicting messages that reinforced the police identity on the one hand, and becoming academic, less militaristic, on the other. Trainers were afforded time off to focus on their studies, to develop by reading more academic literature and become more familiar with a culture of research (Academy Personnel Meeting 2013-04-25). Commanders started using requests for work to be done instead of instruction, as is custom in a militaristic environment. Neither the SAPS Academy, nor the trainers were clear about what is expected of trainers to become academics. The Academy therefore does what it knows best which is to live the police culture and protecting it, to provide training courses and to monitor the quality of its offerings. Trainers may as a result struggle to construct the new academic identity because they only have perceptions of what academics do or gain

some understanding of it when new academic roles are introduced by the university partner. As a result, they revert to constructing the professional police and trainer identities that they are used to practice. Robinson *et al* (2005:184) argues that new professional identities are constructed when different professional teams work together and if there is mutual recognition of such professional identities. It is therefore possible for trainers to construct new academic identities when university lecturers and police trainers work in mutual practice to teach at the SAPS Academy, even when there is no policy that guides the trainers' new actions.

It is thus safe to argue that the existence of policies, official directives and other police documents enable professional identity construction in trainers, either directly or indirectly. However, the absence of policies or other guiding documents in the SAPS Academy does not prevent trainers from constructing professional identities as academic identities are being shaped gradually as trainers pick up bits and pieces of what academics do from their interactions with visiting academics of the university partner. When identity is constructed while there are gaps in the policy, it becomes evident that organisational policies cannot fully regulate professional identity construction. Further, mere compliance to rules does not necessarily mean that something positive is done to construct an identity. To construct means to build, to actively work towards something, which in this case is a professional identity.

## **5.5 Professional Identity constructed through affordances**

Almost all trainers of the SAPS Academy have worked in other police environments before being recruited to become trainers. Before becoming trainers, they have been in different roles, such as administrative clerks, teachers, weapon handling instructors, uniform wearing police officers and detectives. Trainers regard themselves as professional trainers (ETD Practitioners) who suddenly need to become academics. To this end, Jenkins (1996 in Robinson *et al* 2005; 1998a) explain that professional identity is reworked when individuals move between communities such as between

particular sections within the workplace. However, this sudden change created tension in the workplace as neither the trainers nor the SAPS Academy understood what it meant to become academics. Trainers found themselves in a workplace that emphasized the priority of the police identity and trainer identity over that of the academic identity that was to be developed. These identities are also being alternated according to the situational needs of the SAPS Academy. Trainers therefore have to move between roles and professional identities. However not all trainers support the measures of the SAPS Academy to reinforce the police identity over that of the trainer identity and showed resistance by not attending parades and sports days. Trainers started using their trainer job descriptions, which have been developed by themselves, to state what they are prepared to do and what they will not do.

Trainers could also not understand the emphasis on multi-skilling when academics specialize in specific fields, but still made use of the development opportunities when it became available. Being afforded purposeful development opportunities and continued personal development seem to have a big effect on trainers' identity construction. Participant 2 explained that her personal development gained momentum after being developed to a certain level while P4 indicated that in addition to new knowledge he also gained insights into how other trainers teach their learners. Trainers who are afforded frequent development opportunities experience a sense of achievement and regard themselves as getting closer to becoming professional.

Billett (1994, 2001) argues that the level of individuals' engagement in available learning opportunities is important, because these would influence how individuals learn and what they learn. Since the Academy's Human Resource Manager imposed tighter control measures, trainers are only allowed to attend courses that are related to their job descriptions. Trainers are thus only developed in subject knowledge of the modules they present or in facilitation and assessor skills unless they are among the few trainers that

are offered bursaries for formal tertiary qualifications. However, Billett (2001) argues that becoming a professional is a learning process that helps future professionals to take ownership of their field of practice. With these regulated learning opportunities trainers mainly strengthen their trainer identities when they engage with affordances, but affordances do not necessarily result in learning or the construction of intended professional identity that is required by the institution. Trainers may also learn other aspects that they deem relevant to their own perceived professional identities, which may not necessarily be the police identity. Wenger (1998b) argues that although identity construction happens over time it is an active engagement in the workplace practices and knowledge creation that creates professional identity. Steele (2008:29-2) explicates that only the aspects that align well with an individual's professional identity will be learned willingly and actively.

Professional identities are also shaped through learning that results from participating in the practices of a community (Wenger 1998b). The trainer pool of the SAPS Academy has two different communities of practice, basically differentiated by the focus of their programmes and courses that they are involved in. The trainers who are expected to become lecturers focus on teaching theoretical work that covers a variety of topics such as finance, supply chain management or crime prevention. The other trainers who will remain trainers or instructors will focus on police culture aspects such as drill, fitness and parades. However, both groups are still expected to multi-skill to be able to present any module in the Academy. This brings about tension between the two groups which functions like communities of practice.

Jawitz (2009:249) provides an explanation for this. He explains that academic practice within a discipline is not homogenous and there could be tensions present between communities of practice within a discipline. Jawitz (2009) adds that academic identity formation can be shaped by the dominant role of the professional community of practice and the tensions arising from competing commitments to the development of teaching, research and professional practice. The SAPS Academy will thus see stronger police and

trainer identities than academic identities due to the contradictory messages of the Academy that strengthen police culture, and because of the strong influence of the dominant role of the particular trainer group.

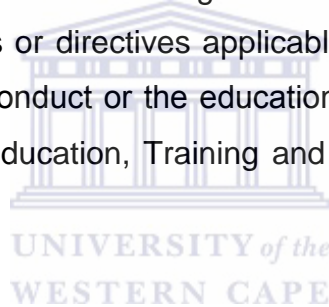
The SAPS Academy does not expose or develop its trainers in the academic environment and as a result do not provide opportunity for the construction of academic identities. There are no 'insiders' in the SAPS Academy that the trainers can learn from. Academic identity construction will thus take much longer than the construction of trainer and police identities that are lived already. Trainers are aware of changes in the workplace though. Trainers used to attend training courses in an uncoordinated and unplanned fashion, but it became more focussed and directed towards formal qualifications when the partnership with a university became a reality. Trainers are thus actively constructing their professional identities when they develop themselves, but it is not only the attendance of training courses that help shape their identities. In the process of working and executing their various duties in the SAPS Academy, trainers also strengthen those aspects associated with the professional roles that they play at the time. Academic identity is thus distinctively individual. However, it is also embedded in the communities that are of primary importance to the individual (Jawitz 2009:242). Being afforded the opportunity to play a certain role in the workplace provides the exposure needed to further develop in professional capacity, which in the trainers' case, means that they strengthen the professional identities that they are familiar with and that are embedded in the shared practices of the trainer pool or Academy as argued by Hotho (2008:736).

## **5.6 Academic identity shaped at institutional and disciplinary level**

Both the discipline and the institution play important roles in the construction of academic identity. While belonging to a disciplinary community stimulates a sense of identity and personal commitment, the discipline provides the context within which academics construct their identities, values and knowledge base of their work, their self-esteem and modes of work (Henkel 2000:22 in Jawitz

2009:242). SAPS Academy trainers find the construction of academic identities a little more difficult, because they are expected to be police officers, trainers (ETD practitioners and academics in the same setting where they have to alternate among their roles. Understandably, they draw different knowledge, values and mode of works from each of these roles when they construct or reconstruct their identities.

Trainers working at the SAPS Academy Paarl also find themselves in a very regulated and authoritarian work environment. They have to work according to the SAPS policies and national instructions that regulate their conduct and behaviour. These trainers also have to work according to the prescripts of the SAPS Human Resource Development (HRD) Division when they engage in training matters. In addition, they must work according to the instruction and direction of the commander and management of the SAPS Academy. All SAPS policies, instructions or directives applicable to the Academy, regulate either the police officers' conduct or the education, training and development processes of the police (Education, Training and Development (ETD) Policy for the SAPS 2012:1).



Caihong (2011:6) draws from Taylor's (1999) work to explicate that for university teachers, academic identity is constructed on three levels that are linked to the site of one's work, the discipline of one's work and universal signs of "being an academic". The first level entails the relationships with the employer and work, as well as the type of institution and work which they are involved with.

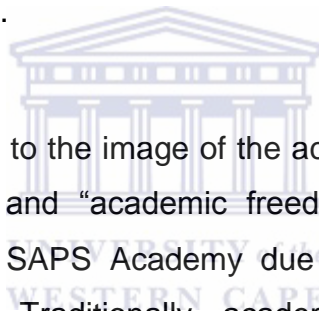
In line with the first level link to the trainers' work environment, as argued by Taylor (1999), the SAPS HRD has put a slogan in place to inculcate a level of professionalism among trainers (SAPS Division HRD presentation 2013-03-04). This system is more generic in nature and covers only certain values such as Service orientation, Teamwork, Integrity, Commitment and Quality (STICQ). The value system differs from other environments within the SAPS and is mainly practiced at academy and Divisional level (SAPS Division HRD

presentation 2013-03-04). The STICQ value system does not inculcate professional development or the development of professionals in the workplace, but rather a superficial image of professionalism which should create a sense of association with the HRD Division. Moreover, the heavily regulated work environment of trainers and the authoritarian police culture might not be compatible with the creation of an academic identity and culture at the SAPS Academy as is proposed by Caihong (2011).

The second level of identity entails the identification with an academic discipline, a particular field of knowledge in a university setting. The term academic discipline does not fit well within the SAPS Academy. Trainers find it hard to specialise in a particular field of study or to identify with that particular field of knowledge due to the continued practice of multi-skilling in the SAPS Academy. The reason for multi-skilling is found in the way that training in SAPS is organized. SAPS has subdivided its HRD component into different sections dealing with basic training institutions (BT), in-service training (IST), detective training (DT) and leadership, management and international development (LMID). SAPS Academies are thus divided according to their core focus areas, eg. SAPS Academy, Paarl resorts under the LMID section (SAPS Division HRD presentation 2013-03-04). However, within these academies, trainers tend to multi-skill to present almost all subjects on offer and to fill in the skills gaps left by attrition of trainers. Little specialization takes place, but trainers do tend to favour either operational subjects or generic subjects (SAPS Academy, Paarl Operational Plan 2013/2014).

However, trainers are not informed enough of what is expected from them in the university partnership to make an informed decision about their further studies towards Masters degrees. They are not certain of the type of qualification needed by the SAPS Academy and as such develop in fields like public administration whereas the short-term need for police science qualifications is greater. One group of trainers are informed by managers to work towards a Masters degree for the policing programmes, while another group of trainers are encouraged to develop themselves in executive

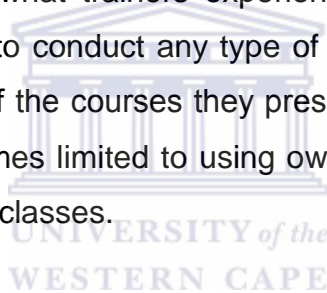
development and Business Administration. Participant 4 was very uncertain about what is expected of him as he is advised to obtain "...that certain degree". It appears as if the field of specialisation in terms of further qualifications is left to the trainers to decide for themselves. Participants put the responsibility to develop trainers to become lecturers in the hands of the SAPS Academy and the university partner as it involves costs that the trainers are not prepared to pay. Trainers caution that development should be focused on academic specialisation and that multi-skilling should be avoided. More guidance is thus needed to help trainers to develop themselves in academic disciplines that are needed and offered in the SAPS Academy. Trainers are concerned about the process of only developing a select few trainers who show potential of being developed to become academics. They want all trainers of the academy to be acknowledged and developed towards the same academic status (P2).



Lastly, the third level refers to the image of the academic identity that centres on "academic autonomy" and "academic freedom". This level poses the biggest challenge for the SAPS Academy due to the predominant police culture of the workplace. Traditionally, academics put a high value on collegiality, collaborative management and academic freedom (Billot 2010:712). In contrast to these values, trainers' activities are regulated and controlled within the trainer pool where the training manager assigns tasks to keep trainers 'constructively' busy. However, individuals become less interested in constructing academic identities when academic freedom is threatened and more so when it is confronted by murky boundaries between academic and institutional identities (Billot 2010:709). The prioritizing of police culture therefore poses a danger of trainers leaning more towards operational police subjects and culture at the cost of becoming academics. According to Caihong (2011:17-18) positive identity changes (to become an academic) can be ascribed to active construction of identities, experiencing a sense of competence, satisfaction with knowledge levels and the ability to do research, while less positive changes were ascribed to structural and organisation pressure. Due to limited exposure to academic autonomy and freedom being

exercised in the police academy and the emphasis on multi-skilling by the training manager, specialisation and identification with an academic discipline pose a challenge to academic identity construction.

Trainers expressed their difficulty to find time for research and access to resources to conduct the research. To this end, Billot (2010:713) posits that due to new institutional demands for engagement and support for managerial priorities, goals and traditions, the academic's sense of freedom is challenged. Academics tend to respond to these challenges by negotiating their roles and responsibilities in the site of practice and thus forge their academic identities and identities as researchers in changing academic settings (Billot 2010:713). Harris (2005 in Billot 2010:713) adds that the autonomy of the academic also changes as education and research become more marketised. This is what trainers experience in the SAPS Academy. Trainers are not at liberty to conduct any type of research. Their research is limited to police subjects of the courses they present. In the process trainers' academic autonomy becomes limited to using own initiative to conduct quick internet searches between classes.



Notwithstanding this limitation in research freedom, trainers are expected to engage in other educational activities such as debates and seminars for learning, and initiating community engagement projects which also rely on research skills. In addition, the development needed to become academics will have to include induction into academic citizenship, but these are new concepts that the SAPS Academy became aware of only recently and it is not clear how the police milieu will influence academic freedom and autonomy.

Nevertheless, the SAPS Academy can draw guidance in shaping professional identities from Calvert et al (2011). They posit five common strands of professionalism that academics draw from to construct their professional identity. These are:

- service to students that encompasses both support for their academic progress and for their general welfare;
- collegiality and support for colleagues;

- high standards of performance, particularly in relation to teaching;
- commitment, evidenced through hard work and willingness to put the job first;
- scholarship and being up to date with one's academic discipline.

Participants were able to refer to examples of trainers' commitment to teaching their learners after hours (P2), doing quick 'read-ups' on the internet on topics covered in the modules that they teach (P4), or even maintaining high standards in the teaching methods (P1), but some participants were concerned about the tendency of trainers not assisting each other in training matters. (P3, 5, 6 & 7).

Lacking in these professional academic strands raises questions about maintaining high standards of performance in relation to teaching and even the level of support to learners' academic progress and general welfare. The SAPS Academy and its university partners will therefore have to consider these strands seriously and devise ways of developing all its trainers to meet all these criteria to achieve the goals of the police-university-partnership.



### **5.7 Scripts from institution used to construct professional identity**

Hotho (2008:729) argues that the profession as an institution provides the scripts from which individual professionals construct their daily practice. Professionals draw from their knowledge and socialization into their profession, education and training and their continued re-enactment of rules, power hierarchies and norms of the profession. For trainers this means that they draw from the SAPS rules, hierarchies, ETD policies and processes of the SAPS to practice as trainers. Trainers therefore draw on ETD policies and procedures to construct and reconstruct their police and trainer identities when they re-enact the norms of the profession. However, the trainer pool operates in a militaristic form where trainers are instructed to facilitate learning in classes even when they are not prepared for class. The police culture is thus constantly being reinforced and it is through practicing the police culture with its strong sense for hierarchical structures, seniority and military rank

system that trainers construct their professional police identities. Hotho (2008), explicates that professional identities are not only constructed on individual level, but also on practice (profession) level as individual professionals use and rewrite scripts of their profession and draw upon new scripts when they engage with change in the environment.

Trainers collaborate with each other to determine what they consider to be their jobs and subsequently developed their own job roles that make provision for further academic development. In the process, trainers considered the police hierarchy and rules of seniority which dictates a top-down instruction of tasks, but worked together to determine their own job responsibilities which could challenge the instruction of seniors when an instruction is not in line with what the trainers have included in their job descriptions. They have created new rules within the norms of the police culture. Trainers therefore shape their own trainer (ETD practitioner) identities and profession, based on their own experience and from what they read in minutes of management meetings held in the SAPS Academy. In recent months, much more discussions took place on the police-university-partnership and the expectancy for trainers to obtain higher qualifications in policing related fields. Trainers are thus actively constructing their own trainer identities and contributing to the changing identity of their profession too by incorporating elements of the academic identity into their own job descriptions and demanding more time for development and better funding for further studies at universities.

Unfortunately, trainers find it hard to influence the construction their academic identities and profession as there is not much of the qualities and practices associated with an academic identity evident in the trainer pool. To this end, Thompson and McHugh (1995 in Nair 2010:8) explain that the construction of academic identity is influenced by the organisation, especially when academics face organisational pressures to mould their identities to fit normative expectations. Perhaps, this is where the trainers' challenges stem from, because they do not know what the SAPS Academy expects of them in the police-university-partnership. Trainers are generally not informed of what the term 'being an academic' entails and as such can only focus on their studies to improve their academic qualification levels.

## **5.8 Recommendations**

While this study set out to uncover the professional identities of trainers of the SAPS Academy and to understand how they construct their identities, it also provided insights into the challenges that lie ahead of the SAPS Academy in terms of developing those individuals that will have to become lecturers.

### **5.8.1 Understanding trainers' professional identities**

A more concerted effort has to be made by the SAPS Academy to get to know its trainers to understand how they perceive themselves in their profession. Trainers have to get clarity on what the SAPS Academy expects of them as this will help them to construct their professional identities. Trainers are currently torn between being police officers, trainers and academics. They also need to be informed of what the SAPS regard as being academic as they currently construct their professional academic identities on their own perceptions of what academics do and from what they can pick up from visiting academics of the university partner.

### **5.8.2 Clear and consistent application of organisational policies**

The SAPS Academy should find ways of being consistent and clear in their application of policies and directives in their attempts to influence how trainers construct their professional identities. The SAPS Academy should guard against using ambiguous expressions in correspondence, policies and verbal communication, because the confusion that conflicting messages create results in trainers withdrawing from the police culture. The retaining of military ranks and authority in an academic environment needs to be reconsidered as it creates tension among professionals working in one environment with several organisational cultures or identities. Moreover, SAPS should realise that the enforcement of compliance to rules and policies does not construct professional identities. Identity construction is a result of conscious and active participation in the practices of the workplace. Opportunity for professional identity construction can be created through affordances to development and participation in workplace practices.

### **5.8.3 Holistic approach to professional academic identity construction**

The development of trainers to become lecturers in the new police-university-partnership needs to be reconsidered as professional academic identity construction encompasses much more than just improving the level of academic qualification. The SAPS Academy must familiarise itself with what it means to be an academic and then develop the academic identities of its trainers along the strands of academic professionalism offered by Calvert et al (2011). However, special attention should be given to exposing the trainers to academics and other relevant role models because such affordances are critical for shaping academic identities.

### **5.8.4 Creating the environment for academic identity construction**

Ellstrom (2010 in Malloch, Cairns, Evans & O'Connor 2010) explicates that learning can be either adaptive or developmental. Workplaces have to change from being constraining to an enabling one by exposing employees to aspects of management such as task characteristics, providing opportunities for feedback, involvement in formalisation of work processes, problem handling and learning resources. Academic identity construction should thus be supported by the SAPS Academy by creating an environment in which trainers can develop on all three levels as explained by Taylor (1999). The support should take cognisance of these levels as they are linked to the site of the trainers' work, their discipline of work and the universal signs of "being an academic". The SAPS Academy should improve the trainers' relationship with the SAPS and their work that they are involved in. The SAPS Academy should also help trainers to identify with a specific academic discipline or field of study as practiced in tertiary institutions. The practice of multi-skilling is creating tension and conflict in the process of constructing professional academic construction. Lastly, the SAPS Academy should find ways to improve trainers' level of "academic autonomy" and "academic freedom".

## **5.9 Research application and further study**

This study intended to address the gap in the literature on identity and the construction thereof in the SAPS, in particular the construction of identity in a

police education setting and as such draws from the works of Steele (2008), Hotho (2008), Nair (2010), Caihong (2011) and Calvert et al (2011). The study shed light on how SAPS Academy trainers perceive their professional identities and how they construct such professional identities. The study confirmed that seniority and authority positions (hierarchical levels and ranks) present in militaristic environments are not recommended for academic settings, even in militaristic police environments as it creates conflicting situations that hamper professional academic identity construction.

This study also contributes to the body of knowledge pertaining to professional identity construction in changing work environments where tensions between deliberate organisational interventions and individual academic identity construction exist. However, more in-depth research has to be done in this regards as this study only focussed on the early partnership period in the SAPS Academy's police-university-partnership era. In this study, it was established that organisations need to understand the professional identities of its employees, particularly when new professional identities are to be constructed. Workplaces need to apply organisational policies consistently and without ambiguity as employees construct professional identities through their lived experiences. A holistic approach should be followed when organisations embark on the construction of professional academic identities, because development to higher academic qualifications is not enough. Finally, the study showed that workplaces should provide a suitable environment for that would stimulate professional academic construction.

The construction of a professional identity in the workplace is an active engagement in the practices and culture of the workplace and is a relational process that happens over time (Wenger 1998b). Trainers' professional identities are being shaped through deliberate organisational interventions, affordances and practices within the SAPS Academy trainer pool, which serves as a community of practice. However, the level of engagement and level of professional identity construction in such shared practices depends on the mutual recognition of professional identities within the workplace (Jenkins 1996 in Robinson, Anning & Frost 2005; Wenger 1998a). Police trainers and managers of the Academy will thus have to recognize that there is room for

the coexistence of academics alongside the police and trainer identities in the workplace and that one professional identity does not have to be developed at the cost of the other.



## 6. List of References

Babbie, E, & Mouton, J. 2001. *The practice of social research*. Cape Town: Oxford University Press.

Billett, S. 1994. Situated learning in the workplace – Having another look at apprenticeship. *Industrial and Commercial Training* 26(11):9–16.

Billett, S. 1995. Workplace learning: Its potential and limitations. *Education & Training* 37(5):20-27.

Billett, S. 2001. Learning throughout working life: Interdependence is at work. *Journal of Studies in Education* 23(1):19–25.

Billett, S. 2004. Learning through work: Workplace participatory practices. In *Workplace learning in context* by ed. H. Rainbird, A. Fuller and A. Munro, 109-25. London: Routledge.

Billot, J. 2010. The imagined and the real: identifying the tensions for academic identity. *Higher Education Research & Development* 29(6): 709-721,

Blåka, G, & Filstad, C. 2007. How does a newcomer construct identity? A socio-cultural approach to workplace learning. *International Journal of Lifelong Education* 26(1): January-February:59–73.

Brown, P, & Lauder, H. 2006. Globalisation, knowledge and the myth of the magnet economy. *Globalisation, Societies and Education*. 4(1):25-57.

Caihong, C. 2011. Changes and characteristics of EFL teachers' professional identity: The cases of nine university teachers. *Chinese Journal of Applied linguistics* 34(1): January.

Calvert, M, Lewis, T & Spindler, T. 2011. Negotiating professional identities in higher education: dilemmas and priorities of academic staff. *Research in Education*, No. 86. York St John University, England.

Chappell, C, Farrell, L, Scheeres, H, & Solomon, N. 2000. 'Organization of identity: 4 cases' from working knowledge: The New Vocationalism and Higher Education eds. Symes, C. & McIntyre, J. Open University Press, Milton Keynes.

Chappell, C, Rhodes, C, Solomon, N, Tennant, M & Yates, L. 2003. *Reconstructing the lifelong learner*. London: Routledge Falme.

Collin, K. 2009. Work-related identity in individual and social learning at work. *Journal of Workplace Learning* 21(1):23 – 35.

Craft, CM, Foubert, JD & Lane, JJ. 2011. Integrating religious and professional identities: Christian faculty at public institutions of higher education. *Religion & Education* 38:92-110.

Creswell, JW. 2007. *Qualitative enquiry and research design: choosing among five approaches*. London: Sage.

Davies, C. 2002. Managing identities: workers, professions and identity. *Nursing Management* 9(5): September:31-34.

Denzin, NK & Lincoln, YS. 1994. *Handbook of qualitative research*. Thousand Oaks: Sage.

De Vos, AS, Strydom, H, Fouche, CB & Delport, CSL. 2011. *Qualitative data analysis and interpretation. Research at grassroots. For the social sciences and human service professions. Fourth edition*. Pretoria: Van Schaik.

Ellstrom, P-E. 2010. Informal learning and work: conditions, process and logics. In M. Malloch, L. Cairns, K. Evans and BN. O'Connor (Eds), 2010, *The*

*International Handbook of Workplace Learning: Theory, Research, Practice and Futures*, 105-118, London: Sage.

Higgs, J, Barnett, R, Billett, S, Hutchings, M & Trede, F (Eds). 2012. *Practice based education: Perspectives and strategies*. Rotterdam: Sense Publishers.

Hotho, S. 2008. Professional identity - product of structure, product of choice: Linking changing professional identity and changing professions. *Journal of Organizational Change Management* 21(6):721 – 742.

Hodkinson, M. 2005. Learning as cultural and relational: moving past some troubling dualisms. *Cambridge Journal of Education* 35(1): March:107-119.

Hoskin, K & Anderson-Gough, F. 2004. The context of learning in professional work environments: Insights from the accountancy profession. In H. Rainbird, A. Fuller & A. Munro (Eds.), *Workplace learning in context*: 71-88. London: Routledge.

Jawitz, J. 2009. Academic identities and communities of practice in a professional discipline. *Teaching in Higher Education* 14(3): June:241\_251.

Jenkins, R. 1996. *Social identity*. London, Routledge.

Kiley, JD. 1997. *The effects of organisational change in a public service organisation*. Masters dissertation, University of South Africa, Pretoria.

Kotze, TG. 1994. *Community policing special issue: 20 questions & answers*. Servamus: April:48-50.

Lave, J. & Wenger, E. 1991. *Situated learning, legitimate peripheral participation*. Cambridge: Cambridge University Press.

Marks, M. 2003. Transforming robocops? A case study of police organisational change. *Society in Transition* 31(2):144 – 161.

Marsick, VJ & Watkins, KE. 1999. Looking again at learning in the learning organization: a tool that can turn into a weapon! *The Learning Organization* 6(5):207–211.

Matthews, P. 1999. Workplace learning: developing an holistic model. *The Learning Organization* 6(1):18 – 29.

Matthews, JH & Candy, C. 1999. New Dimensions in the dynamics of learning and knowledge. In D. Boud & J. Garrick (eds). *Understanding learning at work*. London: Routledge.

McNeil, WM. 1995. Evaluation of organisational change, development in the South African Police Service. University of KwaZulu-Natal, Durban.

Melucci, A. 1996. *The playing self. person and meaning in a planetary society*. Cambridge: Cambridge University Press.

Michael, M. 1996. *Constructing identities: The social, the nonhuman and change*. London: SAGE.

Mofomme, L. 2004. An investigation into the quality of service rendered by the South African Police Service in the North Rand, *Gauteng*. Rand Afrikaans University, Johannesburg.

Nair, N. 2010. Identity regulation: towards employee control? *International Journal of Organizational Analysis* 18(1).

Nyalunga, VA. 2012a. Address delivered at certification ceremony for the South Sudan Police Service. Paarl. 20 July 2012.

Nyalunga, VA. 2012b. Presentation of Operational Plan: Management, Leadership and International Development. Paarl. 4 June 2012.

Plummer, K. 2001. *Documents of Life 2: An invitation to a critical humanism*. London: Sage.

Rist, RC. 2000. *Influencing the policy process with qualitative research*. Centre for policy studies. George Washington University.

Robinson, M, Anning, A & Frost, N. 2005. When is a teacher not a teacher? knowledge creation and the professional identity of teachers within multi-agency teams. *Studies in Continuing Education* 27(2): July: 175-191.

Schurink, WJ. 2005. *Qualitative design: Part 1. Post-graduate school: Leadership in Performance and Change*. Department of Human Resource Management, University of Johannesburg. 17 -21 January 2005.

Schwartz, GJ. 2004. The influence of training on attitudes towards clients in the East Rand Police Service. Technikon South Africa, Florida.

Schwartz, GJ, Schurink, WJ & Stanz, K. 2007. Frontline police employees' Social construction of client service. *SA Journal of Human Resource Management* 5(3):38-47.

South Africa. 1995. South African Police Service Act No. 68 of 1995. [www.saps.gov.za/legislation/acts/act68of95.pdf](http://www.saps.gov.za/legislation/acts/act68of95.pdf). Accessed 2015-12-14.

South African Police Service. 2010. *Draft Education, Training and Development Provisioning Practice Guidelines in the SAPS*. Pretoria: SAPS.

South African Police Service. 2011. *Implementation guidelines for conducting monitoring and evaluation, 2011-2012*. Pretoria: SAPS.

South African Police Service. 2012. *Education, Training and Development (ETD) Policy for the South African Police Service*. Pretoria: SAPS.

South African Police Service. 2012. *Draft National Instruction (NI): Research in the Service*. Pretoria: SAPS.

South African Police Service. 2012. Minutes of Training Committee Meeting held on 2012-10-02 at SAPS Academy, Paarl.

South African Police Service. 2012. SAPS Academy, Paarl Job Description of Trainer. Paarl: SAPS.

South African Police Service. 2013. Division: HRD presentation on state of ETD in SAPS, Dialogue with National Commissioner in Pretoria on 2013-03-04.

South African Police Service. 2013. *Implementation guidelines for the assessment strategy 2013 – 2015*. Pretoria: SAPS.

South African Police Service. 2013. *Implementation guidelines for the moderation of assessments 2013 – 2015*. Pretoria: SAPS.

South African Police Service. (2013). Minutes of Personnel Meeting held on 2013-04-25 at SAPS Academy, Paarl.

South African Police Service. (2013). Minutes of Management Meeting held on 2013-06-10 at SAPS Academy Paarl.

South African Police Service. (2013). Minutes of Management Meeting held on 2013-08-19 at SAPS Academy Paarl.

South African Police Service. 2013. Minutes of SAPS/UNISA Practical Project Management (PPM) Steering Committee Meeting held on 2013-07-22 & 23 at SAPS Academy, Paarl.

South African Police Service. 2013. SAPS Academy, Paarl Operational Plan 2013/2014. Paarl: SAPS.

South African Police Service. 2014. Code of Conduct. [http://www.saps.gov.za/saps\\_profile/code\\_of\\_conduct/code\\_of\\_conduct.htm](http://www.saps.gov.za/saps_profile/code_of_conduct/code_of_conduct.htm) (accessed on 2014-01-12).

South African Police Service. 2013. SAPS Reference 3/9/4, 2013-05-13. SAPS.

South African Police Service. 2013. Academy orders for personnel and learner conduct, 2013. Paarl: SAPS Academy.

Steele, J. 2008. *Professional identity and professionals' workplace learning: A theoretical proposal*. George Fox University.

Stokes, H & Wyn, J. 2007. Constructing identities and making careers: young people's perspectives on work and learning. *International Journal of Lifelong Education* 26(5): September-October:495–511.

Strommen, EF & Lincoln, B. 1992. Constructivism, technology, and the Future of classroom learning. *Education and Urban Society* 24(4): August.

Swanson, RA, & Holton, EF. 1997. *Human resource development research handbook: Linking research and practice*. San Francisco: Berrett-Koehler Publishers.

Swanson, RA, & Holton, EF III. (Eds.). 2005. *Research in organizations: Foundations and methods of inquiry*. San Francisco: Berrett-Koehler.

Taylor, P. 1999. *Making sense of academic life*. Buckingham: The Society for Research into Higher Education & Open University Press.

Visser, D. 2002. Image and identity in military education: a perspective on the South African Military Academy. *Society in transition* 33(1): June:173-186.

Warhurst, RP. 2006. "We really felt part of something": Participatory learning among peers within a university teaching-development community of practice. *International Journal for Academic Development* 11(2): 111-122.

Watson, C. 2006. Narratives of practice and the construction of identity in teaching. *Teachers and Teaching: theory and practice*, Vol 12(5), October: 509-526.

Wenger, E. 1998a. *Communities of practice*. Cambridge: Cambridge University Press.

Wenger, E. 1998b. *Communities of practice: Learning, meaning and identity*. Cambridge: Cambridge University Press.

University of the Western Cape. 2009. *Research policy of the Western Cape*. Cape Town.



## Attachment A

### Document Analysis

Official documents of the organisation (SAPS) are to be analysed (textual and linguistic) in terms of the following:

1. How do official documents (policies and instructions) influence the reconstruction of professional or academic identities of police trainers?
2. In which way does internal police communication (instruction, letters, monitoring reports) influence the reconstruction of professional and academic identities?
3. In which way does internal communication of police trainers (personnel meetings, trainer pool meetings) influence the reconstruction of professional and academic identities?
4. How do police trainers express their professional identities in documents generated by themselves? (lesson plans and other police correspondence)





- Explain, how did you get to where you are now in your profession?  
(Affordances)

---

---

---

---

---

---

---

---

---

---

---

---

- Are you who you want to be, or are you still becoming what you want to be? Please explain.



---

---

---

---

---

---

---

---

---

---

---

---

**B) Academic Identity:**

- How do you go about doing your work? (What informs you to do what you do at work? – Academic autonomy, Academic freedom)

---

---

---

---

---

---

---

---

---

---

---

---





# FACULTY OF EDUCATION

Private Bag X17, Belville, 7535  
South Africa  
Tel: +27 (0) 21 959 2246  
Fax: +27 (0) 21 959 3943  
Website: [www.uwc.ac.za](http://www.uwc.ac.za)

## Attachment C

### LETTER OF CONSENT

This agreement/letter serves to confirm that I .....  
give consent to participate in a qualitative research study regarding **The reconstruction of the identity of police trainers in a changing work environment**. I agree to provide the researcher with information and comments on my experiences and views of the area of research to the best of my ability.

I understand the purpose and nature of this study and understand that my participation is voluntary and that I may stop the interview at any time. I further grant permission for the data collected to be used in part fulfilment of the requirements for the Masters Degree in Adult Learning and Global Change (MALGC), including a research paper, report and/or article to be published and any future publication(s).

The researcher, **Kobus Schwartz**, undertakes neither to disclose my identity, nor the origin of any statements made by me or fellow participants. However, I understand that in terms of the ideals of the study's methodology that the researcher is obliged to make use of verbatim statements from the transcribed recorded interviews in order to illustrate the world of all research participants and their perspectives in the research report.

I grant permission for audio recording and that the researcher may make notes of my views and experiences. I undertake to give a true representation of my perspective and/or my experiences.

I, \_\_\_\_\_ the undersigned participant, agree to meet at mutually agreeable times and duration(s) or other means of communication, e.g. by e-mail, as reasonably necessary to enable the researcher, **Kobus Schwartz**, to gain a thorough understanding of the system researched. I further acknowledge that I received a copy of this agreement.

Signature of research participant: \_\_\_\_\_ Date: \_\_\_\_\_

Title, initials & surname: \_\_\_\_\_ Place: \_\_\_\_\_



UNIVERSITY of the  
WESTERN CAPE

# FACULTY OF EDUCATION

## Attachment D

Researcher:  
Tel: 076 361 5790 E-mail:kschwartz@mweb.co.za  
Research supervisor:  
Ms Rahmat Omar  
Faculty of Education, Centre for Adult and Continuing Education (CACE)  
University of the Western Cape  
Tel: 021 959 2800  
E-mail: raomar@uwc.ac.za

## INFORMATION SHEET:

**The reconstruction of the identity of police trainers in a changing work environment.**

**Masters Degree in Adult Learning and Global Change (MALGC).**

Dear Participant,

A study is being conducted at the SAPS Academy to determine how police trainers reconstruct their professional identities in a changing work environment. The study will focus on professional identities of being police officer and/or being an academic. The study might be able to assist the SAPS in understanding how police officers construct their identities in academic settings, especially during its process of entering into a police-university partnership.

Permission to conduct the study has been granted by the SAPS Research Committee and the University of the Western Cape as this study forms part of the researcher's studies in the Masters Degree in Adult Learning and Global Change (MALGC). The study will therefore necessitate strict application of ethical principles of research of both institutions.

The researcher will collect data on the topic of study through semi-structured one-on-one interviews. Participants are invited to participate based on their experiences in the SAPS, SAPS Academy and as Trainers. Participation will be voluntary and there is no reward whatsoever for any participant for taking part in the study. Participants

may terminate their participation at any time. Participants will also not be made known by name or otherwise in subsequent reports and/or publications. Informed Consent is therefore needed from each participant in the study (see attached Informed Consent document).

Thank you in advance.

**Enquiries:**

Researcher (Student): Kobus Schwartz

Tel: 076 361 5790

E-mail: [kschwartz@mweb.co.za](mailto:kschwartz@mweb.co.za)

Research Supervisor: Ms Rahmat Omar

Faculty of Education, Centre for Adult and Continuing Education (CACE)

University of the Western Cape

Tel: 021 959 2800

E-mail: [raomar@uwc.ac.za](mailto:raomar@uwc.ac.za)



**UNIVERSITY of the  
WESTERN CAPE**

SOUTH AFRICAN POLICE SERVICE



SEID-AFRIKAANSE POLISIEDIENS

Verwysing Reference	11/3/1
Navtes Enquiries	Colonel Ngum NT Keka V
Telefoon Telephone	(012) 334 3818 (012) 334 3650
Faksnommer Fax number	(012) 334 3663

GENERAL RESEARCH AND CURRICULUM DEVELOPMENT  
HUMAN RESOURCE DEVELOPMENT

PRIVATE BAG X 177  
PRETORIA  
0001

Colonel G.J. Schwartz  
SAPS ACADEMY  
PAARL

**REQUEST TO CONDUCT RESEARCH ON BECOMING AN ACADEMIC: THE RECONSTRUCTION OF IDENTITY OF POLICE TRAINERS IN A CHANGING WORK ENVIRONMENT AT SAPS ACADEMY IN, PAARL: COLONEL G.J. SCHWARTZ**

1. It is with pleasure to inform you that the Research Technical Committee situated in the Division: Human Resource Development has granted you permission to conduct research within the South African Police Service.
2. The research to be conducted has to be in line with the topic presented, which is: "Becoming an academic: The reconstruction of identity of police trainers in a changing work environment at SAPS Academy in Paarl"
3. Good luck in the endeavor of your studies.

Yours sincerely

BRIGADIER  
SECRETARY: RESEARCH COMMITTEE  
DIVISION: HUMAN RESOURCE DEVELOPMENT  
LL GOSSMANN

DATE: 2013-10-13



UNIVERSITY of the  
WESTERN CAPE

OFFICE OF THE DEAN  
DEPARTMENT OF RESEARCH DEVELOPMENT

09 July 2013

**To Whom It May Concern**

I hereby certify that the Senate Research Committee of the University of the Western Cape has approved the methodology and ethics of the following research project by:  
Mr GJ Schwartz (Education)

Research Project: The reconstruction of the identity of police  
trainers in a changing work environment.

Registration no: 13/5/29

Any amendments, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval.

The Committee must be informed of any serious adverse event and/or termination of the study.

A handwritten signature in black ink, appearing to read 'Josias'.

*Ms Patricia Josias  
Research Ethics Committee Officer  
University of the Western Cape*