



“Training of Intelligence Operatives”

By

Navneetha Narain
Student No. 203517537

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Graduate School of Business, Faculty of Management,
University of KwaZulu-Natal
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Supervisor: Prof Kasthuri Poovalingam

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Dedication

I, dedicate my study to the very soul of my being, my dearest mum, the late Mrs Subamma Gounden. Through her great teachings of humility I found the strength and ability to complete this most self-fulfilling task.

Declaration

“Training Of Intelligence Operatives”

I Navneetha Narain hereby declare that:

- The work in this dissertation is my own original work;
- All sources used or referred to have been documented and recognised;
- This dissertation has not been previously submitted in full or partial fulfillment of the requirements for an equivalent or higher qualification at any other recognised education institution.”

Signed: Navneetha Narain
Navneetha Narain (Student No. 203517537)

Date: 2006

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“Perseverance is the bridge between goals and accomplishments”.

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List of Figures and Tables

List of Figures		Page
Figure 2.1	Structure of the South African Police Service at a Provincial Level: Kwa-Zulu Natal	14
Figure 2.2	Mckinsey's 7s Model	17
Figure 2.3	Exercise of Effective Strategic Leadership	20
Figure 2.4	General Systems Model for Training	23
Figure 2.5	Quantity of Criminal Groups Operating In South Africa	26
Figure 5.1	Training Model	89
 List of Tables		
Table 4.1	Gender	49
Table 4.2	Age of Respondents	51
Table 4.3	Population group	52
Table 4.4	Highest Qualification	53
Table 4.5	Length of Service	54
Table 4.6	Appropriate level of Training and Skills of Operatives	55
Table 4.7	Training and Development According to a Development Plan	56
Table 4.8	Training or Skill Development in the past 12 months	56
Table 4.9	Adequate skills for Priority Crimes	57
Table 4.10	Benefits of the Training Session	57
Table 4.11	Relevance of Training to Job	58
Table 4.12	Allocation of Mentors	58
Table 4.13	Benefits of Analyst Training	59
Table 4.14	Application of Theoretical Knowledge	59
Table 4.15	Importance of Computer Literacy	60
Table 4.16	Job Rotation and Holistic Development	60

Table 4.17	Rating of Training courses within the Crime Intelligence Environment	61
Table 4.18	Experience and Knowledge of Trainers	61
Table 4.19	Decision to Leave Crime Intelligence Gathering	62
Table 4.20	Level of Job Satisfaction	62
Table 4.21	Need for Career Development	63
Table 4.22	Motivation of Reward and Recognition	63
Table 4.23	Leadership Style and Communication	64
Table 4.24	Conducive Work Environment	64
Table 4.25	Benefits of (E-Learning) Training	65
Table 4.26	Central Tendency Statistics	65
Table 4.27	Central Tendency Statistics	67
Table 4.28	Central Tendency Statistics	69
Table 4.29	Correlation	72
Table 4.30	T-Test: Gender	75
Table 4.31	T-Test: Gender	76
Table 4.32	Anova Test: Age Group	77
Table 4.33	Anova Test: Age Group	78
Table 4.34	Anova Test: Ethnic Group	79
Table 4.35	Anova Test: Ethnic Group	80
Table 4.36	Anova Test: Education Level	81
Table 4.37	Anova Test: Education Level	82
Table 4.38	Anova Test: Experience	82
Table 4.39	Anova test: Experience	83

List of Graphs

Graph 4.1	Gender	50
Graph 4.2	Age Structure	52
Graph 4.3	Population Group	53
Graph 4.4	Highest Qualification Levels	54
Graph 4.5	Years of Experience	55

Table of Contents

	Page	
Declaration	iii	
Acknowledgements	iv	
List of Figures and Tables	v	
Abstract	xi	
 Chapter One – Introduction		
1.1	Introduction	1
1.2	Motivation for the Study	2
1.3	Value of the Study	4
1.4	Problem statement	4
1.5	Objectives of the Study	5
1.6	Limitations of the Study	6
1.7	Structure of the Research Study – Chapter Overviews	7
1.7.1	Chapter 2 – Literature Review	7
1.7.2	Chapter 3 – Research Methodology	7
1.7.3	Chapter 4 – Results and Discussion	7
1.7.4	Chapter 5 – Limitations, Recommendations and Conclusion	8
1.8	Summary	8
 Chapter Two – Literature Survey		
2.1	Introduction	9
2.2	Background of the South African Police Service	9
2.2.1	The Vision of the South African Police Service	10

2.2.2	The Mission Statement of the South African Police Service	10
2.2.3	The Values of the South African Police Service	11
2.2.4	The Functions of the South African Police Service	11
2.3	Discussion of the Division Crime Intelligence	12
2.3.1	Objectives of the Division Crime Intelligence	13
2.3.2	The Division Crime Intelligence at the Provincial Level: Kwa - Zulu Natal	14
2.3.3	Core functions of the Crime Intelligence Unit at Provincial Level	15
2.4	Strategy in Relation to Training and Development	15
2.4.1	Mckinsey's 7s Model	17
2.4.2	Developing Human Capital	20
2.4.3	Training, Education and Development	21
2.4.4	Assessing Training Needs	21
2.5	On-the-Job Training	23
2.5.1	Off-the-Job Training	24
2.6	Organised Crime in South Africa	25
2.6.1	Organised Crime Groups Active in South Africa	25
2.6.2	Main Trends in the Development of Organised Crime	26
2.6.3	Organised Crime and the Impact on the Training of Intelligence Operatives	28
2.7	Training and Development within the Crime Intelligence Environment	29
2.7.1	Challenges Faced by Crime Intelligence Gathering Unit in respect of Training	30
2.8	Intelligence Training within the America Enforcement Community	31
2.8.1	Better Spies, Better Intelligence	32
2.8.2	The Federal Bureau of Investigation (FBI) and the Central Intelligence Agency (CIA)	32

2.8.3	Training within the CIA and FBI	33
2.9	A New concept of Training: E-Learning	33
2.10	Outcomes of Training and Development	34
2.11	Conclusion	34

Chapter 3 – Research Methodology

3.1	Introduction	35
3.2	Focus of the study	35
3.3	Defining the Population	36
3.4	Sampling Technique and Description of Sample	36
3.4.1	The Sample	37
3.4.2	Sample Size	37
3.5	Data Collection	38
3.6	Questionnaire	38
3.6.1	Description and Purpose	38
3.6.2	Administration of Questionnaire	41
3.7	Pilot Testing and In-House Pre-testing	42
3.7.1	Results of Pilot Test	42
3.8	Psychometric Properties of the Questionnaire	43
3.9	Analysis of data	43
3.9.1	Descriptive Statistics	44
3.9.1.1	Frequencies & Percentages	44
3.9.1.2	Measures of Central Tendency and Dispersion	44
3.9.2	Inferential Statistics	45
3.9.2.1	Reliability: Cronbach's Coefficient Alpha	45
3.9.2.2	Correlation	46
3.9.2.3	T-Test	46
3.9.2.4	Analysis of Variance (Anova)	46

Chapter 5 – Recommendations, Limitations, Recommendations for Further Research and Conclusion

5.1	Introduction	85
5.2	Recommendations	88
5.3	Recommendation for Further Research	91
5.3.1	Sample- Geographic Region	91
5.3.2	Sample Size	92
5.3.3	Sampling Technique	92
5.4	Conclusion	92
List of Selected References		94
List of Appendices		
Appendix A	Letter from the researcher to The Division Crime Intelligence	98
Appendix B	Letter of Authority from the Commissioner of Crime Intelligence	100
Appendix C	Covering Letter for Questionnaire and Interview	101
Appendix D	Questionnaire	102
Appendix E	Focused Group Interview	106
Appendix F	Additional Correlation Tests	113

Abstract

The term “Intelligence” has for too long been perceived as activities of closed organisations, surrounded by myths, misunderstanding, and taboos. Intelligence is now regarded as a key element not only in business but virtually in all fields of public and private affairs. Intelligence is seen as a concern for every organization and nearly every individual.

This study has been conducted in response to a void identified by the researcher in respect of the training of intelligence operatives attached to the Crime Intelligence Gathering Unit of the South African Police Service, Kwa - Zulu Natal.

The study was conducted to provide a comprehensive insight into the effectiveness of the current Crime Intelligence training and skills development. The researcher hoped to help further the professional training and development of a cadre of intelligence personnel within the Crime Intelligence component of Kwa-Zulu Natal who will display the necessary confidence and authority in meeting and addressing the challenges of organised Crime. In addition the researcher aimed to provide the Division of Crime Intelligence with a model that can be implemented for future training and development initiatives.

The literature review was conducted focusing on factors impacting on the training and development of intelligence operatives within the Crime Intelligence Division. In addition an extensive study on strategies implemented within the corporate sectors in respect of training and development was carried out. A brief comparison of training carried out within the FBI and CIA was researched. However the information available was restricted due the issue of sensitivity. The presentation of the recommendations was guided from the findings of the literature review.

The problem statement guided the research methodology process deemed necessary for the investigation of the training and development of Intelligence Operatives.

The research study was based on the explorative research method to clearly understand the dilemma and challenges facing the management of Crime Intelligence. A quantitative analysis was conducted on 120 subjects whose core function is Crime Intelligence Gathering and who serve as Intelligence operatives within the Province of Kwa-Zulu Natal. A well structured questionnaire was found to be the most suitable method to collect the data that was essential to the study. In addition a focus group interview was carried out to obtain responses that will provide insight into the training and development of Intelligence operatives. The questions posed were similar to the ones posed on the questionnaire and the individuals involved in the focus group were excluded from the sample.

Based on the findings of the study, recommendations were made to assist the Management of Crime Intelligence with structured processes that can be utilised in the development of individuals whose core function is Crime intelligence Gathering. The recommendations were made on the basis of promoting a culture of proactive learning that ensures that individuals grow to meet the challenges that they are presently facing. Intelligence is a specialised discipline, thus the training initiatives need to provide specialist knowledge to ensure the effective and efficient means of intelligence gathering that is pertinent in addressing organised crime.

A brief recommendation for further research studies was made to investigate the training and development of Intelligence operatives within Crime Intelligence operating within other Provinces. In addition recommendations were made in respect of the sample size and sampling technique that can be utilised for future studies.

CHAPTER ONE

“What enables the wise commander to strike and conquer, and achieve things beyond the reach of ordinary men, is fore-knowledge. Now this foreknowledge cannot be elicited from spirits; it cannot be obtained inductively from experience, nor by any deductive calculations. Knowledge of the enemy’s disposition can only be obtained from the other men. Intelligence is often called the second oldest profession. It has existed since the dawn of civilisation. Sun Tzu and many other ancient warriors realised it was a fundamental part of general ship and essential to the art of “war” (Tarver: 2002). Although our country is not at war *per se*, the police force is at “war” with crime, and the need to be equipped with Intelligence is paramount.

1.1. INTRODUCTION

The South African Police Service (SAPS) is subjected to an environment that is constantly changing and evolving. The unacceptable levels of crime, especially those that are violent in nature, remain a central challenge to the South African Police Service. Crime by its nature is marked by innovation, creativity and novel ways of committing the deed. The South African Police Service has no choice but to keep pace with this rapid change and transformation in its environment. Since crime is becoming increasingly sophisticated, the challenge to the South African Police Service is to consider and implement unconventional investigation and combating techniques to turn the tide and stabilize crime to reasonable levels.

Over the last three years the SAPS management has undergone an extensive process of strategic planning and reviewing of policing priorities through strategic analysis in an attempt to deal with the present crime situation more effectively and efficiently. The organization has realized that it can only really succeed in its mandate if all resources (both internal & external) are harnessed towards a common objective.

Organised crime is a modern crime phenomenon in South Africa. It has been proven world - wide that the normal methods of investigating organised crime is insufficient, making it difficult to combat. It is a silent, difficult monster that is sinking its claws deeper and deeper

into the roots of our society. The new South Africa provides a fertile ground for organised crime to thrive since both organizational and operational priorities have been elevated to the same level. Human resource, budget and information technology have been recently introduced as standing priorities in line with the principles of a modern organization.

The study suggests that within this rapidly changing environment that Crime Intelligence finds itself, the individuals within the Division need to urgently develop the necessary knowledge, skills and ability to cope with technological advances, new laws, regulations and the changing nature of the SAPS. It is becoming increasingly evident that employees within Crime Intelligence are required to cover multiple roles and this has major implications for training and development.

On-going training should also be seen as a tool that facilitates communication among employees, by providing a common language and a shared vision. Thus, training encourages cohesion, helping to instil a common set of values (Ulrich et.al: 1993). These elements are vital in affording the SAPS as a whole, the power and knowledge to ensure the safety of South African citizens.

1.2 MOTIVATION FOR THE STUDY

This study is motivated by the fact that, the democracy that South Africans enjoy today is the best vehicle for the creation of conditions of peace and stability in our motherland, However we are regrettably plagued by serious and violent crimes that threaten our value systems, sanctity of life and the freedom that define our democratic order.

The Strategic Plan 2004-2007 foreword by the National Commissioner of the South African Police Service J.S Selebi stated that “Contact crimes which include murder, attempted murder, rape, attempted rape, assault, grievous bodily harm and, robbery including aggravated robbery and malicious damage to property” accounts for 39,9% of the serious crime reported in this country. These crimes are considered the most important crimes to curb as they tend to directly threaten life and limb, cause trauma, negatively affect whole families, provoke vigilantism and affect the psychological profile of the population. In order to achieve this

increase the visibility of and access to police officers, particularly in poor areas where crime levels are high. In terms of the recruitment and training process which is presently underway the numbers of police members will be increased to 156 760 by the end of March 2007 which constitutes a 19,1% increase.

South Africa's reputation as being the "Crime Capital of the World" has far reaching consequences and implications than one can imagine. The 2005 World Development Report, entitled "A better investment climate for everyone", discusses crime as a barrier to business at length. According to the Report: "the costs associated with crime, corruption, regulation, unreliable infrastructure, and poor contract enforcement can amount [in Africa] to 25% of sales – or more than three times what is typically paid in taxes." This finding is based on global Investment Climate Surveys, which included polling businesses in eight African countries on how seriously crime impeded investment. In these countries, over 29% of business people reported that crime was a major constraint on investment, about 50% more than the global average. Similarly, the World Bank argues, "crime ... increases the costs of business, whether through the direct loss of goods or the costs of taking precautions such as hiring security guards, building fences, or installing alarm systems. In the extreme, foreign firms will decline to invest, and domestic ones will flee the country for a more peaceful locale.

As stated above crime and its tentacles impacts gravely on all aspects of the South African Economy. According to Minister of Environmental Affairs and Tourism, Western Cape Provincial Safety and Security Tourism Conference held in October 2003, highlighted the fact that tourism has a multi-faceted nature and due to its dependency on a range of variables, the tourism industry will always remain vulnerable to external shocks, including the safety and security of tourists. Due to South Africa becoming a preferred tourist destination after the impact of the bombing of the Twin Towers in New York on September 11 2001, one needs to bear in mind that apart from the increase in tourism and a consequent economic growth of the country, there will also be a visible increase in illegal immigration, an increase of international crime syndicates, prostitution, smuggling of people and products, as well as drugs and money laundering, among others.

1.3 VALUE OF THE STUDY

The key to the survival in the present environment for all players is to have competent, experienced and highly effective Intelligence operatives within the crime intelligence environment, whose recommendations serve to direct players within the National and Provincial arena thus impacting positively on the safety and security of the citizens of South Africa. .

This study will attempt to achieve the following:

- Provide a comprehensive insight into the effectiveness of the current Crime Intelligence, training and skills development programmes within Kwa-Zulu Natal.
- Help further the professional training and development of Intelligence personnel, within the Crime Intelligence Component- Kwa - Zulu Natal.
- Create a cadre of highly trained and skilled operatives who will be confident in meeting the challenges of organized crime thereby having a positive effect on service delivery within the Province.
- Impact positively on offering the Division of Crime Intelligence a way forward on future training and skill development initiatives.

1.4 PROBLEM STATEMENT

The issue of whether the current level of training and skills development within the SAPS – Crime Intelligence environment, is effective in equipping personnel to discharge their line functions, in combating organised crime, needs to be investigated, in the light of the serious allegations against Crime Intelligence Operations of lack – lustre performance and mismanagement of documentation that would lead to the prosecution of the Organized criminals ?

only the individual needs for more skills and knowledge, but it also is a tool in developing group and team skills as well. When the training activity is seen as a vital part of the country's development and not as an indirect activity but as a direct force for development it will have its proper place. Training is the development of individuals not only in the narrowly conceived area of knowledge acquisition, but more importantly in skill development and action taking.

The above statement is extremely significant to this study as it justifies that the training of intelligence operatives should be seen as a new source of competitive advantage.

Crime intelligence has a reservoir of human resources that is only being partially utilised. Murrell (1994) further states that the training function is so vitally important, and its success critical to a country's development, it deserves special attention. It is never a perfect activity, but a human activity with potential for improvement.

The work of fighting crime is becoming more complex and, therefore, more challenging. Criminals are becoming more organised and more sophisticated. Foreign organised crime groups are extending their operations and South Africa is not impervious to this development. Therefore, the SAPS face new challenges within the increasingly sophisticated, technological and international crime arena. To meet these demands the SAPS needs to upgrade the skills, competencies and capacity of its members and its ability to gather and use Crime Intelligence (Mufamadi, 1998). The comments mentioned further support the project's proposal that the individuals that are responsible for making an impact in addressing organised crime need to be highly skilled and competent.

Detecting organized crime on the basis of crime statistics is difficult, because organized criminals have traditionally engaged in "business-like" activities and are those least likely to be detected without the proactive work of the police.

1.5 OBJECTIVES OF THE STUDY

The Division of Crime Intelligence is faced with a dilemma in that the operatives that operate within this environment have to be trained in a highly specialized manner to be effective.

Once the training and development aspect is pursued consistently and vigorously it will give birth to individuals that are multi skilled, flexible, and innovative thereby ensuring the on-going success of the organization.

Amos et.al (2005) further states that another critical factor is that training and development is not only about the organization providing assistance to employees to become effective in their jobs. It is also not only about extending the skills and knowledge of the employees, but it is also about modifying their attitudes to the job and adjusting their behaviour in the organization. In view of the above this study will focus on the following objectives:

- To examine the subject areas of training and skills development within the SAPS “Crime Intelligence Gathering environment”.
- To evaluate how effective the current training and skills development programs are, in addressing organized crime within KwaZulu Natal.
- To make recommendations that will aid in the training and skills development of Intelligence Operatives within the Crime Intelligence Gathering Environment- Kwa Zulu Natal.

1.6 LIMITATIONS OF THE STUDY

- This study was conducted only within the Crime intelligence Gathering Component of the Crime Intelligence Division.
- The study was only conducted within the Province of Kwa-Zulu Natal.
- Some of the employees did not fill in the questionnaires as they were too busy to participate in the study. Completed questionnaires could be biased.
- The literature review presented in chapter two is only of the perception of training within the CIA and FBI and not of any research carried out within South Africa due to the fact

that this area has not been researched adequately. In addition, the area of training of intelligence operatives is not for public knowledge or consumption, by virtue of its very nature.

1.7 STRUCTURE OF THE STUDY

1.7.1 Chapter Two- Literature Review

This chapter will analyze and present an in-depth and comprehensive literature review on the subject area of training and skills development of human resources within the Division of Crime Intelligence in the SAPS. The literature review which will focus on the theory of strategy and human resource development within the Intelligence Service will form the basis for understanding the training problems within the Crime Intelligence Division in Kwa- Zulu Natal.

1.7.2 Chapter Three- Research Methodology

The Crime Intelligence Gathering Component operating within Kwa - Zulu Natal, will be used as a case study. The researcher will analyse the present training methods utilised and thereafter recommendations for the training and development of Crime Intelligence Gathering operatives within the Division of Crime Intelligence- Kwa Zulu Natal will be made. As this is an area that is regarded as being highly sensitive, and there is no empirical evidence of research studies conducted on the training of intelligence operatives within South Africa. The sample was limited to Intelligence operatives operating within the Province of Kwa – Zulu Natal.

1.7.3 Chapter Four- Results and Discussions

Chapter Four presents quantitative data analysis which will justify the effectiveness or in-effectiveness of the training and development of crime intelligence personnel.

1.7.4 Chapter Five- limitations, recommendations and conclusions

Chapter Five presents the recommendations and conclusions based on the findings of the survey, and are intended to highlight areas that need to be addressed by the Division of Crime Intelligence.

1.8 SUMMARY

The individuals that form part of the Division of Crime intelligence are indisputably the unit's most valuable asset. However, whether these individuals will be able to keep pace with the profound changes ushered in by globalization and the challenges it brings with it is dependent on their training and development. Times have changed and the forces that once worked within organisations regarding people, practices, culture and leadership are different from those that will work going forward (Amos et.al, 2005). Training and development of intelligence operatives is imperative to adequately prepare them to deal with the challenges facing our province in particular and our country in general. Hence the next chapter presents an overview of training and development initiatives pertinent to this division of the public service.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The reality is that the new global world of work is a demanding and changing workplace that requires the highest level of performance and excellence. Human resource and training managers are required to become business partners by implementing people interventions that really make a difference at work (Meyer et.al 2003).

Training inevitably leads to a more competent and confident work force and companies need to learn that their wealth is in their people and that there is no investments with a higher return on investment than training.

As a background to the review of literature for this study, this chapter initially highlights the Legal and Political environment that the South African Police Service (SAPS) operates within in order to fulfil its function. The Division Crime Intelligence is thereafter focussed on with specific reference to the strategic management literature in addressing the concerns of training and development of Intelligence Operatives within Kwa- Zulu Natal.

The researcher looked into models that impact on the training and development of human resources that is prevalent in today's organisations as a basis of discussion and comparison with the training and development of Intelligence operatives.

2.2 Background of the South African Police Service

The climate of escalating violence in the early 1990s often posed greater challenges to the police than they had faced in the 1980s, as violence shifted from anti-government activity to a mosaic of political rivalries and factional clashes. Policing in South Africa was traditionally dominated by laws that were non-democratic and which were rejected by the majority of people in the country. Many South Africans feared that the police were causing some of the criminal and political violence, and they demanded immediate changes in the police force to mark the end of apartheid-era injustices.

Policing in South Africa underwent a radical change in 1994 in terms of transformation and democratisation. The previous 11 police agencies (SAP and 10 former homeland agencies)

entered a process of amalgamation and rationalisation. The South African Police Service (SAPS) was born out of this amalgamation process which functions at National and Provincial levels.

The South African Police Service (SAPS), as the largest formation amongst these different agencies, was the major role player in this process. The amalgamation process was a complex one that required building a totally new organization from the autocratic and highly politicised structures that preceded it. The challenge to the new management was to foster total change management amongst all personnel in a manner that it was accepted and practiced in the spirit of a new democracy. The organization had to adapt its structures and methodologies in line with the new legislation whilst simultaneously embracing the process of transformation.

Morale, levels of motivation and team spirit had to be instilled, bolstered and evaluated to ensure the survival of the new organization.

The SAPS has since largely shrugged off the fragmented mentality that pervaded in the past and is well on the way to consolidating its position. This has been further achieved by the structural changes of the SAPS management, and the well defined and focused vision and mission statements and clear and concise objectives.

2.2.1 The Vision of the South African Police Service

- To create a safe and secure environment for all people in South Africa.

2.2.2 The Mission Statement of the South African Police Service

- To prevent anything that may threaten the safety or security of any community;
- To investigate any crimes that threaten the safety or security of any community;
- To ensure criminals are brought to justice; and
- To participate in efforts to address the root causes of crime.

2.2.3 The Values of the South African Police Service

- protect everyone's rights and to be impartial, respectful,
- open and accountable to the community;
- use the powers entrusted in a responsible way;
- provide a responsible, effective and high-quality service with honesty and integrity;
- evaluate service continuously and make every effort to improve on it;
- use resources in the best way possible;
- develop the skills of all members through equal opportunity; and
- co-operate with the community, all levels of Government and other role-players.

2.2.4 The Functions and Objectives of the South African Police Service

Section 205 of the Constitution of the Republic of South Africa, 1996 (Act No. 108 of 1996), provides that the functions and objects of the police service are as follows:
“205.

- (1) The National Police Service must be structured to function in the National, Provincial and, where appropriate, local spheres of government.
- (2) National legislation must establish the powers and functions of the police Service and must enable the police service to discharge its responsibilities effectively, taking into account the requirements of the provinces.
- (3) The objects of the police service are to prevent, combat and investigate crime, to maintain public order, to protect and secure the inhabitants of the Republic and their property, and to uphold and enforce the law.”

The SAPS is subjected to an environment that is constantly changing and evolving. Crime by its nature is marked by innovation, to creativity and new and novel ways of doing the deed. The SAPS has no choice but to keep pace with this rapid change and transformation in its environment. Crime is becoming increasingly sophisticated and the challenge to the SAPS is to consider unconventional investigation and combating techniques to turn the tide and stabilize crime to acceptable levels. To address crime in an unconventional manner the SAPS has within its structures a unit called, Crime Intelligence.

2.3 Discussion of the Division of Crime Intelligence

The Division Crime Intelligence was established within the South African Police Service in 1999-03-11. In discussing the Intelligence Division of the SAPS, we cannot negate the fact that we, as intelligence actors, constitute a tragic legacy; a legacy of opposition to one another - some of us struggling against apartheid, others defending it - actions that were dictated by the very nature of our highly politicised roles respectively. Our recent history has been the subject of international scrutiny, and our negotiated political settlement has sometimes been hailed as a “miracle” (Gastrow, 1999).

The new paradigm of Intelligence has truly begun to take effect within the South African Police Service and is viewed as an essential part in the transformation of the South African Police Service in general. The need for an intelligence capability that can address the needs of the South African Police Service, Cabinet, National Intelligence Coordinating Committee and other clients pertaining to National Strategic Intelligence, is accentuated by the unacceptable levels of Crime. The South African Police service can neither prevent crime, nor can it protect society without access to Strategic or tactical Intelligence and the aid of adequate information.

It is part of the international experience that the intelligence arm of the police lays the foundation for better investigative work. Consequently, many of the crucial breakthroughs in investigations are intelligence driven. The same has been our experience in South Africa. “The past 10 years has seen remarkable transformation in our Crime Intelligence Division that has helped to project the Division as one of the best in the world to reduce crime levels and ensure National Security. Our successes in dealing with serious and violent crimes, and terrorism in our country are proof of this. In order to build on these successes our crime intelligence capacity will be increased substantially and enhanced over the next three to five years” (Nqakuła : 2005).

This unit is specifically responsible for maintaining, effective information gathering, centralized and integrated information analysis, and a technical intelligence support service.

This unit is specifically responsible for maintaining, effective information gathering, centralized and integrated information analysis, and a technical intelligence support service. This is carried out on both a tactical and strategic level, in order to enhance and fully service the SAPS and its interdepartmental clients with Crime Intelligence.

2.3.1 Objectives of the Division of Crime Intelligence

The Constitution of the Republic of South Africa, 1996 (Act No 108 Of 1996) Section 205 93) clearly outlines and defines the objectives of the SAPS as a whole which encompasses the following:

- Prevent, combat and investigate crime;
- Maintain public order;
- Protect and secure the inhabitants of the republic and their property; and
- Uphold and enforce the law.

The objectives clearly indicate that pro-active as well as reactive investigative strategies are included as functions of the South African Police Service. Information gathered within the component Crime Intelligence contributes to the prevention, combating and investigation of crime, hence achieving the stated objectives of the SAPS.

In addition to the above, the Crime Intelligence Division is governed by the National Strategic Intelligence Act, 1994 (Act no 39 Of 1994) Section 2 (3). This Act specifically empowers the Crime Intelligence Division of the South African Police Service to:

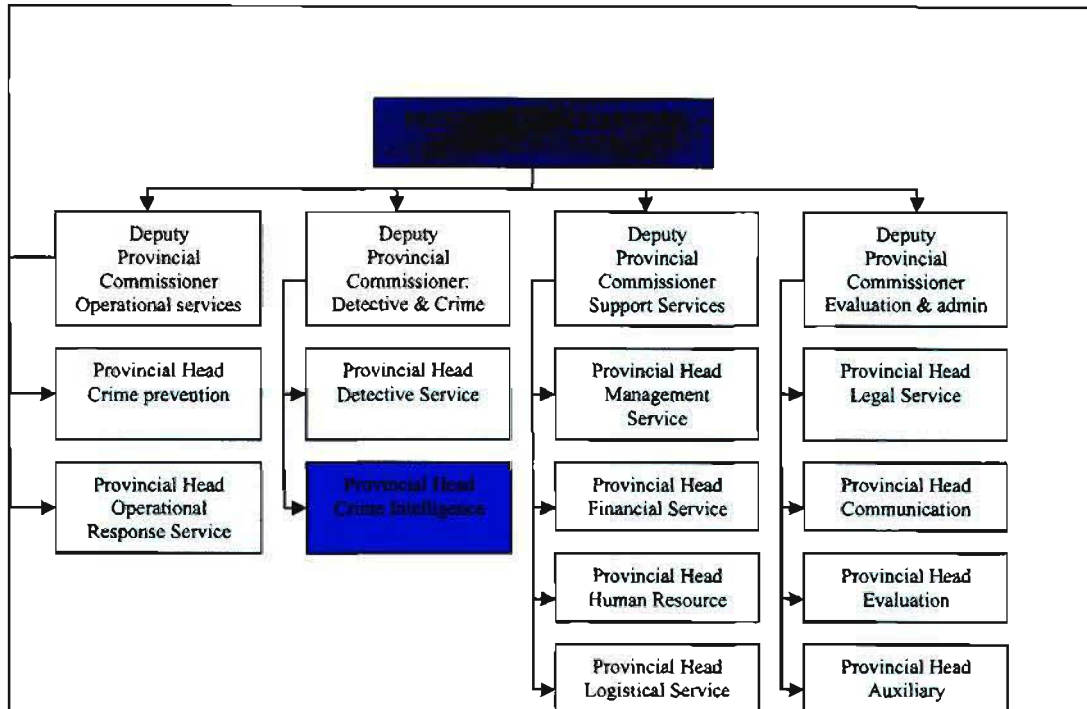
- Gather, correlate, evaluate and use Crime Intelligence in support of the functions of the South African Police Service as contemplated in Section 205 of the constitution; and to institute counter intelligence measures within the South African Police service in order to supply crime intelligence regarding National Strategic Intelligence to the National Intelligence Coordinating Committee.

2.3.2 The Division Crime Intelligence at the Provincial level: Kwa-Zulu Natal

The Structure of the South African Police Service at a Provincial Level

further indicates where the Division Crime intelligence is aligned to the Provincial Commissioner within Kwa- Zulu Natal.

Figure: 2.1 Structure of the SAPS at a Provincial Level: Kwa-Zulu Natal



South African Police Service operational Plan 2005-2006

At a Provincial Level the Division Crime Intelligence is headed by the Provincial Head at the rank of Assistant Commissioner. He is responsible for the day to day management and control of the Crime Intelligence Service at Provincial level in accordance with the policy and working procedures determined by the Divisional Commissioner, Crime Intelligence.

The unit is, apart from the authority of the Provincial Commissioner, responsible for the planning, organization, maintenance, management and control of the duties and activities of the covert crime intelligence units within their respective provinces.

At the Provincial level the unit is further responsible for the coordination of interdepartmental Intelligence within the Province and SAPS representation at the Provincial Intelligence Coordinating Committee.

At a Provincial level the management and responsibility of the Technical and Surveillance Services also falls under the command and control of the Provincial Head.

2.3.3 Core functions of the Crime Intelligence Unit at Provincial Level

The core functions and responsibility of the Crime Intelligence Service at a Provincial level can be best described as follows:

- Crime Intelligence Gathering
- Crime Information Analysis
- Crime Information Management
- Counterintelligence
- Technical Support
- Secret Services Account
- Rapid Deployment Intelligence

The unit has a National capacity for handling National Level, Crime Intelligence matters and is accountable to the Deputy National Commissioner, Crime Intelligence and Crime Detection.

This study emphasizes the fact that the most critical element of the business of Crime Intelligence is its people and the people are the core element of the success of Crime Intelligence in respect of the modern phenomenon of organized crime. Hence this untapped and unlimited resource should be actively developed.

Today, a new mission has been determined for the Crime Intelligence Component - a mission which is in line with the desired goal of a non-racial democratic order. Therefore one need's to consider that previous training of Crime Intelligence personnel were more in line with their politicised roles and not focused on crime as such.

2.4 Strategy in Relation to Training and Development

Thomson & Strickland (2001) state that a "company's strategy is the game plan. Without a strategy, managers have no prescription for doing business, no road map to competitive advantage, no game plan for pleasing customers or achieving good performance".

Included within the game plan of Crime Intelligence is the strategic use of such human resources within the component. The training and development of human resource is of utmost importance in bringing about a strategic fit and synergy among the various units of the organization.

Thomson & Strickland (2001:353) further state that “proficient strategy execution depends heavily on competent personnel, better-than-adequate competitive capabilities, and effective internal organization. Building a capable organization is thus always a top priority in strategy execution. A good management team is not enough. Staffing the organisation with talented people must go much deeper than managerial jobs in order to assemble the human resources and knowledge base needed for effective strategy execution. In a very real way the most important investment is in intellectual capital, not tangible assets such as facilities and equipment”.

The saying “People are our most important asset” may seem hollow to most, but in the intelligence sector, this is of paramount importance due to the fact that high levels of crime have the potential to cause devastating effects to the country’s economy, the survival of corporate infrastructure, the financial prosperity of individuals as well as eroding the moralities of civil society.

In building the intellectual capital and knowledge base of Crime Intelligence personnel, the following elements would need to be considered according to Thomson & Strickland (2001:353).

- Spend considerable time on screening and evaluating job applicants, selecting only those with suitable skills sets, energy, initiative, judgement and aptitudes for learning and adaptability to the company’s work environment and culture.
- Put employees through training programs that continue not just through their early years but also usually throughout their careers.
- Give them challenging, interesting, and skills –stretching assignments.
- Rotate them through jobs that not only have great content but that span functional and geographic boundaries.

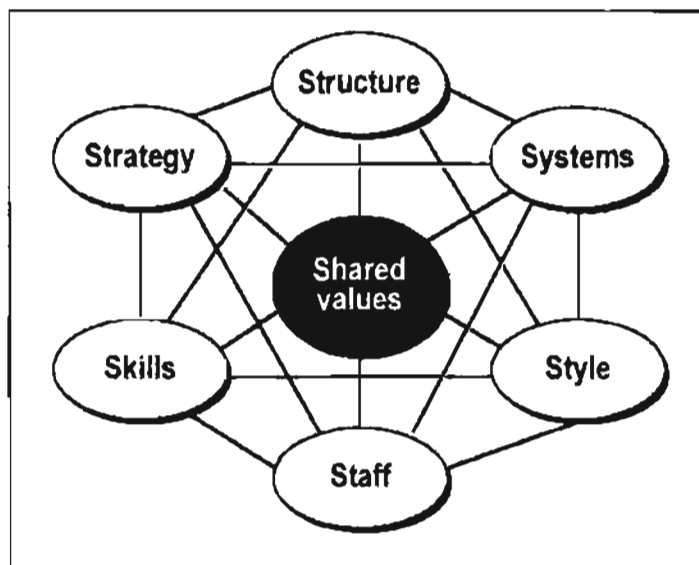
- Encourage employees to be creative and innovative, to challenge existing ways of doing things.
- Foster a stimulating and engaging work environment, such that employees will consider the company “a great place to work”.
- Exert efforts to retain high-potential, high performing employees. Average performers are coached to do better, while under-performers and benchwarmers are weeded out.

Organizational structures are changing rapidly and more emphasis is placed on self managed work teams, while the fact that first line supervisors should also be trained in managerial skills such as planning, organising, leading and control, is being increasingly recognised.

2.4.1 Mckinsey’s 7s Model

Mckinsey a US based consulting company developed the 7 s framework, where the purpose of the model was to show the interrelationships between different aspects of corporate strategy.

FIGURE: 2.2



McKinsey’s 7s Model Source: www.valuebasedmanagement.net

Effective organizations achieve a fit between these seven elements. This criterion is the origin of the other name of the model: Diagnostic Model for Organizational Effectiveness. (www.themanager.org)

If one element changes then this will affect all the other elements in the model, for example, a change in HR-systems like internal career plans and management training will have an impact on organizational culture (management style) and thus will affect structures, processes, and finally characteristic competences of the organization.

In change processes, many organizations focus their efforts on the hard S's, Strategy, Structure and Systems. They care less for the soft S's, Skills, Staff, Style and Shared Values. Peters and Waterman (1984) commented however, that most successful companies work hard at these soft S's. The soft factors can make or break a successful change process, since new structures and strategies are difficult to build upon inappropriate cultures and values. These problems often come up in the dissatisfying results of spectacular mega-mergers. The lack of success and synergies in such mergers is often based in a clash of completely different cultures, values, and styles, which make it difficult to establish effective common systems and structures.

The 7-S Model is a valuable tool to initiate change processes and to give them direction. A helpful application is to determine the current state of each element and to compare this with the ideal state. Based on this it is possible to develop action plans to achieve the intended state (www.themanager.org).

Lynch (2000:967) states that the elements of strategy are brought together and cannot be viewed in isolation. Fundamentally the framework makes the point that effective strategy is more than individual subjects such as strategy development or organisational change – it is the relationship between strategy, structure and systems, coupled with skills, style, staff and shared values also referred to as subordinate goals.

- Strategy: Mintzberg & Quinn (1991:311) maintain that strategy is the way an organisation positions itself for competitive edge in anticipation to changes in its external environment.

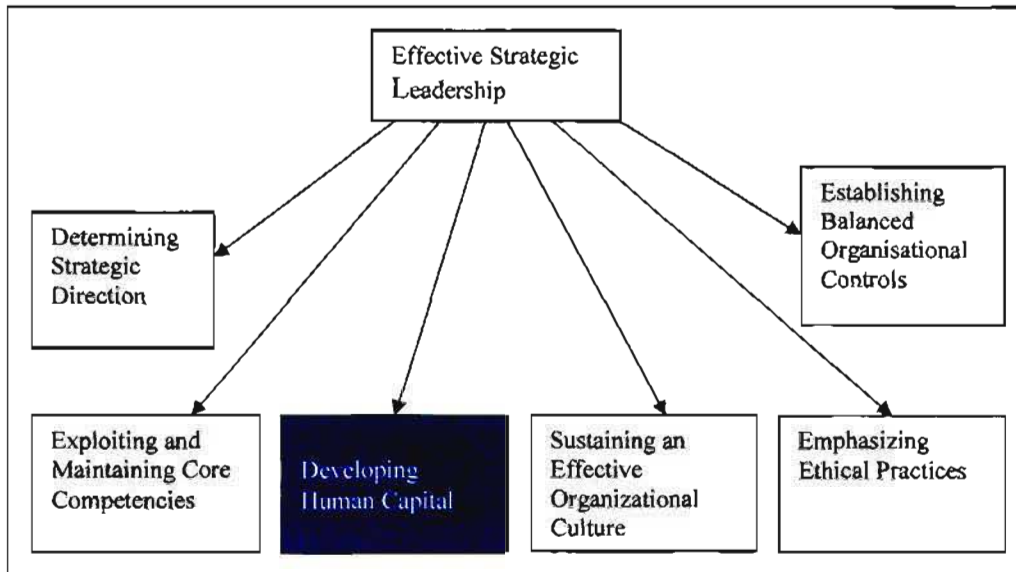
- Structure: Lynch (2000:715) maintain that organisational structure is to allocate the work and administrative mechanisms that are necessary to control and integrate the strategies of an organization. Fogg (1999) argues that you can't implement new plans and accomplish new goals if you have to slog through an outmoded organisation structure that obstructs decision making. Mintzberg (1991) argues that the central problem in structuring today is one of emphasis and coordination in trying to make the whole structure work.
- Systems: According to Mintzberg & Quinn (1991:311) systems make up procedures which are formal and informal that makes the organisation function on day to day basis. If there is a variable in the model that threatens to dominate the others, it could well be systems. Mintzberg (1991) further emphasises that if you want to change an organisation without disruptive restructuring, change the systems.
- Style: According to Lynch (2000) the way top management goes about managing the organisation is management style. Linked to style is also organisational culture, derived from its past, its present, current people and the objectives of those that work in the organisation.
- Skills: Lynch (2000) further state that skill refers to the relative skill level within an organisation and the competence of that skill. The distinctive competences and how the organisation does best in expanding and shifting competences.
- Staff: According to Lynch (2000) staff refers to the numbers and type of people within the organisation and how they help meet organisational objectives.
- Shared value/Sub ordinate goals: Guiding concepts an fundamental ideas around which a business is built, involving objectives (Lynch, 2000).

According to Michalak & Edwin (1979:12) training refers to any organized effort at behaviour change, not just skills training. Training is seen as an ongoing process and not just a program. During the past few years there has been an increased awareness in the training profession that training has failed to meet its obligation to management. When an employee lacks a skill or knowledge to do a job properly, training is usually seen as the solution.

To maintain the productivity, well-being and motivation of its personnel in this rapidly changing environment, the Crime Intelligence unit should underpin these changes with adequate, appropriate and supportive development and training opportunities.

2.4.2. Developing Human Capital

FIGURE: 2.3 Exercise of Effective Strategic Leadership



Hitt, Ireland, Hoskisson. Strategic Management Competitiveness and Globalization (2003 : 395)

According to Hitt (2003) human capital refers to the knowledge and skills of a firm’s entire workforce. From the perspective of human capital, employees are viewed as a capital resource that requires investment. These investments are productive, in that much of the development of U.S. industry can be attributed to the effectiveness of its human capital leading to the conviction in many business firms today that “as the dynamics of competition accelerate, people are perhaps the only truly sustainable source of competitive advantage.

Hit (2003) further emphasises that effective training and development programs increase the probability that a manager will be a successful strategic leader. These programs have grown progressively important as knowledge has become more integral to gaining and sustaining a competitive advantage. Additionally, such programs build knowledge and skills, inculcate a

common set of core values, and offer a systematic view of the organization, thus promoting a firm's strategic vision and organizational cohesion.

2.4.3 Training, Education and Development

Training, education and development are all important in the organization and are defined below by Erasmus & Van Dyk (1999:210) as follows.

- **Training:** An attempt to alter or change the knowledge, Skills and behaviour of employees in such a way that organization objectives are achieved.
- **Education:** a process that provides knowledge, skills, moral values and understanding required in the normal course of life – focused on building for the future.
- **Development:** longer – term, organization – focused process that creates learning opportunities, thus making learning possible within an organization – this includes training and education processes and focuses on learning to develop the individual and his/her organization.

The Crime Intelligence unit like any corporate company has a specific output to achieve. In respect of the Crime Intelligence unit, which is service orientated, their fundamental function is providing an effective and efficient service. The so-called “profit” is linked to the ability of Crime Intelligence operatives to effectively and innovatively address/ reduce the high levels of crime, which is currently a sensitive point amongst the citizens of South Africa.

2.4.4 Assessing Training Needs

The training process starts with assessing training needs and formulating objectives for training programmes. The Crime Intelligence unit has always recognized that it's most important asset is its staff, and this asset will continue to need careful management to ensure the continued success of the organization into the next millennium. According to Barney et.al (2003), training which is undertaken without a careful analysis of requirements is likely to be ineffective and will reduce the motivation of employees to attend future programmes.

In pursuing strategic management, organizations like the SAPS and units like the Crime Intelligence Gathering component need to acknowledge that training and developing

competent, capable, skilled and highly effective personnel is the only way to cope with the challenges, of complex and intricate investigations that are presently faced by this unit.

The next step is to design and deliver the necessary training programmes using those methods and procedures most likely to ensure that they achieve their desired ends. The training programmes are then evaluated to ensure that objectives are met (Barney Erasmus et.al: 2003).

According to Stoner et.al (1995), managers can use four procedures to determine the training needs of individuals in their organization or subunit and they are listed below:

- **Performance appraisal**

Each employee's work is measured against the performance standards or objectives established for his or her job.

- **Analysis of job requirements**

The skills or knowledge specified in the appropriate job description are examined, and those employees without the necessary skills or knowledge become candidates for a training program.

- **Organizational analysis**

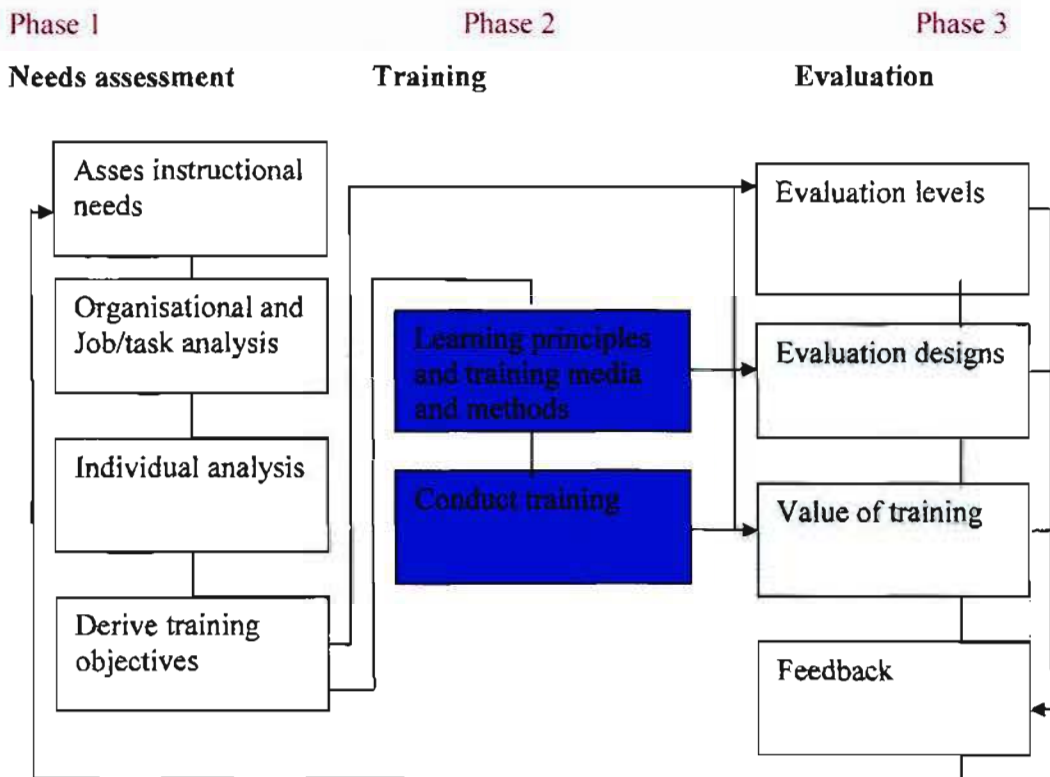
The effectiveness of the organization and its success in meeting its goals are analysed to determine where differences exist.

- **Employee Survey**

Managers as well as non-managers are asked to describe what problems they are experiencing in their work and what actions they believe are necessary to solve them.

Figure 2.4 clearly illustrates the systematic steps that will followed when one is to assess the training needs of an organisation.

FIGURE: 2.4



General systems model for training (Cascio, 1992: 236)

According to Erasmus et.al (2003:469) there is a critical shortage of high – level management expertise in South Africa and it is therefore essential that organisations should identify potential candidates and educate them accordingly.

Skill development and training should include both on-the-job training as well as off- the-job training.

2.5 On-the-Job Training

This includes education that is normally carried out at the work sites and focuses on the actual job. On-the-job training includes the following forms of training, (Erasmus et.al: 2003).

- Coaching- The concept of coaching would add immense value to the personnel within the Intelligence sector since the managers can guide the actions of inexperienced managers to help them develop their skills and knowledge.
- Committee assignments- junior members within the organisation can be assigned to committees to observe more experienced members within the Intelligence Gathering field.
- Job Rotation- operatives can be moved from one job to another within the same intelligence unit for up to six months which would develop these operatives holistically.
- Understudy assignments- experienced operatives within the unit can be given a full time mentorship understudy thus developing and training an operative whilst on-the-job.

2.5.1 Off-the- Job Training

Training is normally carried out at locations away from the job environment. This type of training will include the following:

- Sensitivity training which is designed to make employees more aware of their own behaviour and how others perceive their behaviour.
- Team building - which involves attempts to use high interaction among group members to increase trust and openness.
- Behavioural-modelling- where the trainee has to effectively observe the supervisor and thereafter model their behaviour appropriately.
- Simulation methods- where the work setting is replicated and the trainee has to try out different behaviours or strategies.

The above mentioned forms of on the job training and off the job training can have a profound positive effective on the Intelligence environment and the individuals within the intelligence environment. The norm in most organisations is that people work as individuals to fulfil specialised functions and this very true of the intelligence environment however through continuous training and development members can learn from the achievements and mistakes of each other and continuously learn to optimise their contribution to achieving the goals of the organisation.

2.6 Organised Crime in South Africa

Shaw (2001), remarks that the conventional wisdom that organized crime is represented by hierarchies lorded over by black-suited godfathers, Hollywood style, is simply not the case in South Africa. In South Africa illicit activity is conducted by a complex (and changing) network of criminal groups and organizations. The country, given its comparative wealth, is both a target and a source for criminal groups.

The impact of organized crime on the country and the increases in crime appear to affect different parts of South African society in different ways. This implies that, since not all South Africans are equally exposed to dangers; different strategies should be used in different areas to curb crime. Shaw (1997) states that a broad examination of statistics over time, shows that the Northern Province displays high levels of property crime, but comparatively low figures for violent crimes. Kwa -Zulu Natal shows high levels for property and violence related offences. The Northern and Western Cape show high assault figures, yet comparatively smaller readings for theft and housebreaking. The Free State consistently shows the lowest reported rate for all categories of crime. Vehicle hijacking feared nationally indicates that most cases appear within the Gauteng area.

As crime becomes more “business-like” it not only becomes more difficult to detect, but criminal groups also profit from the conditions and systems established to facilitate legal business.

According to Eavis (2001) organized crime must now be recognized as a security threat, one of a ‘new order’. It must also be recognized that conventional tolls, institutions and responses are often inadequate and inappropriate to combat such threats.

2.6.1 Organised Crime Groups Active in South Africa

According to Gastrow (1999) there are approximately 500 organised criminal groups operating in South Africa, many with African and International links. Most of these criminal groups specialize in drug-related crime, motor vehicle theft, hijacking of motor vehicles (and trucks), fraud, corruption and the trafficking in non-ferrous metals, precious metals and stones.

According to the Country Report to the 11th United Nations Congress on Crime Prevention & Criminal Justice (2004) there are 341 organised criminal groups operating in South Africa. The Table below gives an exposition of the investigation of organised crime in South Africa.

FIGURE: 2.5 **Quantity of Criminal Groups Operating in S.A**

CRIMINAL GROUPS	QUANTITY
Number of groups identified and infiltrated	341
Type of threat: Drugs	98
Vehicle Theft	51
Armed Robbery / Hijacking	20
Corruption	16
Fraud	37
Precious Metals	10
Precious Stones	9
Non-ferrous metals	11
Number of groups infiltrated and terminated	167
Number of leaders arrested for prosecution	467
Number of syndicate members arrested	1229
Number of project-driven operations conducted by 31 March 2004	174

Report to the 11th United Nations Congress on Crime Prevention & Criminal Justice (2004)

2.6.2 Main Trends in the Development of Organised Crime

The activities of criminal groups have not remained dormant or inactive over the years and their methods of operating have been changing and adapting at an alarming rate to keep pace with the rapid industrial and urbanisation development that are glaringly evident within the South African environment.

According to Gastrow (1999) some of the main trends that have manifested during the past four to five years are:

- The continued growth in organised criminal activities;
- The expansion of activities by international criminal groups;
- The increased sophistication of indigenous criminal groups; and
- The use of lethal weapons.

The criminal organisations involved in the hijacking of large and fully loaded trucks are ones that have developed extensive and collusive contacts within factory warehouses from where these trucks depart. The subsequent sale and distribution of the stolen goods are also dependent on a well-developed distribution network within the criminal world. It is therefore reasonable to infer that those organised criminal groups that are engaged in these activities have expanded and become more active to have in place well developed criminal networks.

Theunissen (1999) states that the time lag of the traditional intelligence cycle is also not suitable to the present- dynamic environment where reliable, useful intelligence is required almost immediately in order to aid effective decision and policy- making. In addition, the traditional intelligence communities of many states tend to rely on outdated methods to process information and to convert it into useful intelligence for end-users.

In view of the above mentioned statement this study intends to highlight the importance of having Intelligence operatives trained more frequently utilising updated training material and training methods that can offer these individuals the skills that is so feverishly required to make an impact in an “age of knowledge”.

Theunissen (1999) further reiterates the fact that “like any living organism which has to grow to survive, a state has to interact with its surrounding environment in order to survive, develop and prosper” Thus training programmes are to be seen as a fundamental tool to create a climate of constant learning within the Crime Intelligence environment.

Crime and Criminal behavior has become immensely multifaceted and complex. Without Intelligence based on sufficient, reliable and timely information, decision makers and or

policy makers will not be able to function in a manner that would be to their competitive advantage. It is the acquisition of high quality intelligence, resulting from a complex communication process, which is required by states, institutions (public and private) and individuals in order to enable them to make decisions and to formulate policies that enhance their chances for survival and prosperity in the contemporary environment (Theunissen, 1999).

2.6.3 Organised Crime and the Impact on the Training of Intelligence Operatives

The political and social transformational changes that occurred in 1994 created the opportunity for both indigenous and international organized criminal groups to exploit the low – risk environment that South Africa provided for criminals. The expanding role of organised crime is further highlighted in the advertised increases of drug related crimes, especially the use of hard core drugs, such as crack cocaine which seems to be more readily available and which is being utilised by the younger age groups. Seizures of cocaine nationally by the SAPS have shown a steady increase over the years.

Shaw (1999) state that there has been clear and crucial link's between South Africa's transition and the growth in the crime rates. Newspaper headlines, police reports and the experiences of the citizens of the country have brought the issue of crime to the public agenda. To many, the problem has assumed crisis dimension as the country is swamped by a 'crime wave'. The government has declared it a priority to address the unacceptable high levels of crime and has taken far-reaching steps to counter it. Addressing organized crime is therefore explicitly seen as a central test of the capacity of the Government to rule and consolidate the new democracy.

The old models of policing no longer apply to this globalized world within which we operate. We can no longer afford to simply react to each new situations, nor can we rely upon our traditional notions of crime and criminal behaviour. Intelligence-led policing now holds the key to our survival, resulting in successful intelligence-led operations, which produces concrete results in addressing organized crime, serious and violent incidents of crime as well as crime against women and children.

Rhoda Kadile (2005) reports in the Business Day that the evil depth of SA's crime as unleashed a groundswell of emotion that demonstrates the public's frustration with the levels of crime, which seems not to abate no matter what the statistics say. Callers to radio stations, text messages, and letters to the editor revealed a vulnerable nation living not so much in fear of crime itself as with the fears of being the target of the unmitigated cruelty that accompanies crime in South Africa.

Presently, South Africa has developed a reputation for being "the crime capital of the world" plagued by notorious and colorful gangs and criminal groups that are entrenching themselves as part of the South African Landscape (Altbeker, 2005).

2.7 Training and Development within the Crime Intelligence Environment

Training is an important means by which the Crime Intelligence Gathering unit can develop efficient employees and improve the operational situation that the employee finds himself/herself in. The training methods has to be varied depending upon the skill level of the individuals concerned.

The consideration of providing structured intelligence training to all officers irrespective of where they work in the crime intelligence component has to be considered a priority, which must be fully integrated into the wider training doctrine. Adopting such a wide-ranging approach can lead to an integrated and efficient organisation staffed by committed, competent professionals who are able to function both as individuals and as organisational team members. Without it the drive towards effective policing may fail.

The MEC for Community and Safety Mr Firoz Cachalia further stated that "we need to improve crime intelligence gathering capacity. There is already capacity but we need to better it. This requires attention if are going to improve policing over time. We are facing organised criminals who have global networks and use sophisticated technology. The police needs to keep reviewing their intelligence training (Pretoria News, 2006)

2.7.1 Challenges Faced by Crime Intelligence Gathering Unit in respect of Training

The Crime intelligence Division faces many challenges in the new South Africa. On the one hand the challenge of high unemployment among unskilled individuals in society and on the other hand, there is a shortage of skilled employees. The situation impacts directly on Crime Intelligence Gathering, as the Division is unable to recruit the necessary skilled and able employees and is left with a crucial role of building and developing the skills level. The researcher agrees with the opinion provided by Amos et.al (2004:88) which states that the largest share of skills development takes place at the workplace, thus highlighting the crucial role of training and development, not only to the organisation itself, but also to the nation.

Eliseeve (2006) reports that according to the latest SA Police Service Statistics, every day in the Gauteng area an average of 10 people are murdered, 19 hijacked, 33 raped, 153 robbed (with aggravating circumstances) and 205 houses burgled.

Areas such KwaZulu- Natal and townships to the east of Johannesburg have experienced the highest levels of political conflict and according to Shaw (2001) these areas are further plagued by the following:

- Established networks to smuggle contraband;
- Few opportunities for legitimate economic activity;
- Former combatants with military training;
- Control by strongmen of distinct geographical areas; and
- A disrespect for the rule of law generated through ongoing conflict and harsh state actions.

The above mentioned facts certainly add to the challenges faced by the Crime Intelligence Division with respect to training the Intelligence operatives within the Gathering Unit.

An article in the business day (May 18) on the “Tourism Indaba 2006” also stated that “..... spending from tourism had grown to the point where it had become a greater contributor to the gross domestic product ...however there is not much point in trying to sell a tourist destination by running through crime and violence statistics”.

In analysing the above statement, it is evident that a safe and secure South Africa impacts crucially on economic activity, tourism and the branding aspect of the nation since a

prosperous tourism industry has an enormous potential as a catalyst for future economic and social development and a major part of the responsibility in detecting these syndicated criminal groupings lies on the shoulders of the Crime Intelligence Gathering unit of the SAPS.

2.8. Intelligence Training within the American Enforcement Community

As a consequence of the events of September 11, 2001, the American law enforcement community at all levels took a fresh look at the issues of intelligence collection, protection, analysis and dissemination. A Global Intelligence Working group (GIWP) was established to look at formulating a national strategy for the improvement of criminal intelligence management.

According to Franklin (2004) several core recommendations were made namely:

- Training should provide recipients with the skills to provide targeted, evaluative summary data to decision makers.
- Appropriate training must be provided to both current and new law enforcement personnel on information sharing systems and criminal intelligence concepts.
- Training should promote the building of trust for intelligence- sharing and maintaining civil rights/constitutional protections.
- Training should emphasize that all personnel, regardless of their job, have a role in intelligence and sharing information.
- Training should equip personnel to use new technologies.

The Intelligence Working Group also noted the need for the following:

- Training all levels of personnel involved in the sharing of information and intelligence management and operational process.
- Promoting the understanding and learning of core principles, concepts and practices in intelligence-led policing operations and the management of the intelligence function.
- Making intelligence training mandatory for those involved in the national criminal intelligence sharing system.

2.8.1 Better Spies, Better Intelligence

According to Jefferson (2006) the key to progressive intelligence is to create a professional intelligence corps that can meet the challenges of today's threats and identify and adapt to those of tomorrow. Intelligence must therefore focus on maximising the effectiveness of the Intelligence Community's most crucial resource: its people.

Jefferson (2006) further states that we must empower the leadership throughout the Intelligence community to get the right people with the right skills in the right place. It is vital that the intelligence Community embark on the difficult assignment of finding and developing the right people, placing them in the right position, and focusing them on the right tasks.

2.8.2 The Federal Bureau of Investigation (FBI) and the Central Intelligence Agency (CIA)

Jefferson (2006) states that the both the FBI and the CIA are bogged down by antiquated personnel. The FBI has critical personnel shortages in nearly every area: agents with counterterrorism experience made up less than 15 percent of its total agent workforce (Walker: 2002). According to the National Commission on Terrorist Attacks (2004) the FBI lacked any meaningful strategic analytical capability.

According to Jefferson (2006) the FBI remains imbued with a law-enforcement –first culture that is at odds with the skills and duties central to perform its intelligence function. A large applicant pool has not led to both these Intelligence Community having personnel with the appropriate skills. The FBI's special agent hiring practices, remain stuck in the past and the inadequate language skills within the intelligence Community are particularly troubling because internal analysis indicate that it lacks depth in this key area.

Jefferson (2006) further states that the Intelligence Community should take a more strategic approach to training its personnel. Training presents ideal opportunities to bring together employees from across the Intelligence Community, impart common practices, build working relationships, and break down barriers between the agencies.

2.8.3 Training within the CIA and FBI

The CIA operates its own university to train its intelligence analysts, although it is difficult to evaluate much of these activities in detail because of the classification issues, the CIA devotes significant resources to training its employees.

The FBI however does not make the same commitment to training and professional development that is an established aspect of military career (Jefferson:2006). According to the Congressional Research Service (2004) the FBI's curriculum has been largely devoted to orientating the new recruits to FBI procedures and guidelines.

According to Markle Foundation (2002) the training efforts of individual agencies should be standardised across the intelligence Community and all senior managers should rotate through community – wide management training to ensure consistent application of organizational strategies. Joint management training would also contribute to the goal of establishing the sense of “jointness” within the intelligence Community.

2.9 A New Concept of Training: E-learning

Khan (2001:5) reports that advances in information technology, coupled with the changes in society, have created a new paradigm for training. The greatest advantage to web based training is its flexible, distributed delivery that allows the learner to learn at any time and at any place. The flexibility of web based training provides for training at the learner's location and on the learner's schedule. No longer do people have to come to a training facility or room to take a class scheduled at a specific time on a specific day. Training content is delivered to the learner's desktop or laptop at the worksite, at home or while in transit.

According to Human Resource Development International (2004), the start of the new century has been marked by many extravagant claims about a new era in individual, team and organisational learning. Self- directed learners can, not only access learning material remotely away from the training room, but also engage interactively with one another on-line and transfer knowledge across organisations.

Intelligence operatives whose job descriptions calls for them to be in the field majority of the time can take advantage of this form of training due to the convenience of this method of training.

2.10 Outcomes of Training and Development

The training and development of human resources not only has tangible positive outcomes, in respect of the individuals but also adds to the effectiveness and efficiency of any organization.

According to Stewart et.al (2004) some of the reasons that emphasis the significance of training and skills development within an organisation is listed below:

- It helps improve the performance of employees who do not meet the required standards of performance, once their training needs have been identified.
- It helps prepare employees for forthcoming organisational restructuring or for changes in technology.
- It ensures competitiveness in the market place by retraining employees.
- It increases the literacy levels of employees.
- It helps the individual employee make better decisions and increases job satisfaction, this in turn will benefit the organisation.
- Training and development further improves interpersonal skills and makes the organisation a better place to work.

2.11 Conclusion

Intelligence analysis can only be achieved via highly competent, effective and efficient intelligence operatives that operate within a highly evolving and dynamic environment thus this can only be achieved by on – going, vigorous training and development of these individuals to meet the challenges of organised crime and to furnish government with intelligence products that can be used to protect its citizens and enhance the global economic competitiveness of South Africa.

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1 Introduction

According to Cooper & Schindler (2001) research methods provides you with the knowledge and skills needed to solve the problems and meet the challenges of a fast- paced decision – making environment. According to Sekaran (2000:10) research is simply the process of finding solutions to a problem after a thorough study and analysis of the situational factors. Leedy (1980:180) further defines research as an attempt to solve problems in a systematic way to push back the frontiers of human ignorance or to confirm the validity of the solutions to problems others have presumably resolved.

This chapter describes the research framework that was undertaken by the researcher to draw conclusions from a quantitative research.

3.2 Focus of the study

The purpose of the research should be clearly defined and sharply delineated in order to be unambiguous as possible (Cooper& Schindler, 2001). The primary objective of the study was to determine whether the current methods of training of the intelligence operatives within the Crime Intelligence Gathering Component is effective in meeting the challenges of organised crime.

The following sub-dimensions namely, the appropriateness of training, whether they are adequately skilled to address organized crime, the benefits of the training sessions, whether they are trained to carry out the specified job, the assistance of a mentor, benefits of analyst training, job rotation, effectiveness of training within the environment and suitability of trainers has been tested.

3.3 Defining the Population

A population element is the subject on which the measurement is being taken. It is the unit of study. A population is the total collection of elements about which we wish to make some inferences (Cooper & Schindler, 2001). The population of the study must be carefully chosen, clearly defined, and specifically delimited in order to set precise parameters for ensuring discreteness to the population (Leedy, 1993). Sekaran (2000:266) refers to population as the entire group of people, or things of interest that the researcher wishes to investigate. A population is the totality of persons, events, organisation units, case records or other sampling units with which our research problem is concerned (De Vos, 1998).

Bless & Higson-Smith (1995:88) make the following suggestions to ensure a well-defined target population:

- Describe the target population accurately by clearly defining properties to be analysed.
- Compile a list of all elements of this population to determine whether or not an element belongs to the population under investigation.
- A sample should then be selected from the population.

For the purpose of this study the target population is chosen from employees of the Crime Intelligence Unit, Kwa-Zulu Natal. The study was geographically confined to Kwa-Zulu Natal due to the fact that it was easier to work with a smaller more manageable sample.

3.4 Sampling Technique and Description of Sample

The basic idea of sampling is that by selecting some of the elements in a population, we may draw conclusions about the entire population (Cooper & Schindler, 2001). Leedy (1993:187) believes that the population of the study must be carefully chosen, clearly defined, and specifically delimited in order to set precise parameters for ensuring discreteness to the population. Ideally we would like to study the entire population; however we are unable to study the entire population and must settle for a sample. A sample can be further defined as a subset or portion of the total population (Bailey, 1994). The use of samples may result in more accurate information that might have been obtained if one had studied the entire population (De Vos, 1998). McNeill (1990:55) stresses the importance of sampling in the

research process. It is crucial for researchers to understand the rationale behind sampling, thereby, ensuring that the results are reliable and valid.

3.4.1 The Sample

Cooper & Schindler (2001:164) maintain that the validity of a sample depends on two considerations namely accuracy, which is the degree to which bias is absent from the sample and precision which results from a good sample design.

Only individuals whose core function is Crime Intelligence Gathering and those that serve as intelligence operatives were selected.

3.4.2 Sample Size

A sample must be large enough to be representative. A sample should bear some proportional relationship to the size of the population from which it is drawn (Cooper & Schindler, 2001).

According to Bless & Higson Smith (1995:96) a very important issue in sampling is to determine the most adequate size of the sample. The size of the sample depends on the size of the population to be sampled (Bailey, 1994). The size of a sample is a function of the variation in the population parameters under study and the estimation precision needed by the researcher (Emory & Cooper, 1991). The estimated sample size in this study was 120 subjects. However only 95 indicated that they were keen to take part in the study. Some of the intelligence operatives believed that this study should not have been permitted due to the fact that the training of the intelligence operatives is similar to a "blue print" of a company. They further stated that if the methods of training of intelligence operatives fell into wrong hands it could have devastating effects. The researcher received only 69 completed questionnaires after these questionnaires were personally administered and these respondents were assured that in terms of the ethical standards, the results were to be utilized only for the purpose of the report.

3.5 Data Collection

Cooper & Schindler (2001:82) believe that the gathering of data may range from a simple observation at one location to a grandiose survey of multinational corporations at sites in different parts of the world. Questionnaires, standardized tests, observational forms, laboratory notes and instrument calibration logs are amongst the devices used to record raw data

Several methods can be used to collect primary data. Kumar (1996:77) states that data collection methods include interviews – face to face interviews, telephone interviews, computer-assisted interviews, and through the electronic media; questionnaires are either personally administered, sent through the mail, or electronically administered; observation of individuals and events with or without videotaping or audio recording; and a variety of other motivational techniques such as projective tests (Sekaran, 2000).

Leedy (1993:187) claim that data sometimes lie buried deep within the minds or within the attitudes, feelings, or reactions of men and women. As with oil beneath the sea, the first problem is to devise a tool to probe below the sea. A commonplace instrument for observing data beyond the physical reach of the observer is the questionnaire.

It is with the above in mind that the researcher chose a well structured questionnaire as the most suitable way to collect data that is essential to this study.

3.6 Questionnaire

De Vos (1998:405) defines a questionnaire as a set of questions on a form which is completed by the respondent in respect of a research project while (Sekaran, 2000) submits that a questionnaire is a pre-formulated written set of questions to which respondents record their answers, usually within rather closely defined alternatives.

3.6.1 Description and Purpose

Parasuraman (1991:85) describes a questionnaire as a set of questions designed to generate the data necessary for accomplishing research objectives. In a questionnaire respondents read the questions, interpret what is expected and then write down the answers (Kumar, 1996). According to Sulon (1997:176) the questionnaire is used because it facilitates the examination process and is more versatile and economical.

Since Neuman (2000:251) asserted that “a good questionnaire forms an integrated whole”, the researcher integrated questions so that they were clear, easy to understand and flowed smoothly. According to (Bailey,1987) the key word in questionnaire construction is relevance. Double-barrelled questions were avoided so as not to confuse the respondent. Only one open-ended question was included in the questionnaire. The reason for this was that, after the pilot study was carried out most of the respondents indicated that it was difficult to complete open-ended questions due to the environment in which they were completing the questionnaires, which was externally in the field. Open-ended questions remain extremely valuable at the exploratory stage of any research project and permits the respondents with an unlimited number of possible answers. On the other hand the closed-ended questions within the questionnaire allowed the respondent to give a more structured and fixed response. Such questions also assisted the researcher to easily code and statistically analyse answers.

Sulon (1997:54) submits that the advantages of using a questionnaire are, firstly, that it is the least expensive means of gathering data. Secondly, the questionnaire offers the respondents a greater sense of anonymity and, at the same time, the opportunity to collect their thoughts and facts and to give greater consideration to their replies. Thirdly, with the questionnaire there is less pressure for immediate response on the subject especially when the respondent is provided with the questionnaire and is required to send it after a period (Judd et.al, 1991).

There are also disadvantages to using the questionnaire. As Sekaran (2000:249) observes organisations are not often able or willing to take up company time to complete questionnaires. Secondly, the less educated respondents will be unable to respond to questionnaires because of difficulties in reading and writing. Thirdly, questionnaires do not allow the researcher to correct misunderstandings or answer questions that the respondents may have (Judd et.al, 1991).

The main aim of the study was to achieve the research objectives. Therefore, the questionnaire was compiled with the design specifications to ensure that all relevant data were systematically collected and analysed to realise the research objectives.

A copy of the questionnaire has been presented as appendix B. The researcher gave a brief presentation regarding the questionnaire, definition of terms, its purpose, how it works, etc., prior to

requesting the respondents to complete the questionnaires. Initially the introductory letter (refer to appendix A) which is an important tool to inform the sample about the nature of the research, was used to stimulate interest and to encourage the respondent to participate in the research.

The Likert scale used in the questionnaire utilises the anchor of strongly disagree (1), disagree (2), Neutral (3), agree (4), strongly agree (5). The respondents indicate the extent to which they agree or disagree to a variety of statements by ringing the appropriate answer. In addition the anchor of never, sometimes, occasionally, always and surpass expectation was also utilised.

The questionnaire is divided into two sections. Part one of the questionnaire gives the demographic profiles of respondents. Part two looks at how appropriate, adequate and beneficial the present training initiatives are in equipping the operatives to meet the challenges they face. It also looks at the perceptions of the respondents in respect of job rotation in various other sub-units within the Crime Intelligence component.

The questionnaire comprises 17 questions and looks at the following sub-dimensions of training, which would determine the extent of appropriateness and relevance of the intelligence training within the Component. A further question is asked to test job satisfaction within the Crime intelligence gathering component.

- ◇ Appropriateness of training appears as question one in the questionnaire, since the expertise and skills required by an intelligence gatherer is extremely specialised and varies significantly to training offered to individuals within the SAPS and other units of Crime intelligence.
- ◇ Adequate skills to address organized crime were then questioned to determine whether the training presented, in developing operatives to address the organised crime phenomenon was effective. The individuals involved in organised crime are expected to be technologically advanced and are not governed by either national or international borders. This demands training and development that is updated and in line with the technological advances of the new century. This appears as question four in the questionnaire.
- ◇ Question five addresses the benefits of the training sessions: training should serve as a tool that enhances ones capability and expands ones vision. The individual being trained should display a vast amount of confidence on completion of a training course.

- ◇ The assistance of a mentor was questioned in the next question. Due to the speciality of the job description one tends to falter in respect of formulating a synergy between the training received and the numerous legal laws that governs our environment within which the Crime Intelligence gathering component has to operate. A mentor will be of invaluable assistance to operatives within this environment.
- ◇ Benefits of analyst training: in order for the operatives to be successful and confident in addressing organised crime appears as question eight.
- ◇ Question nine looks at the application of theoretical knowledge gained. It is imperative that intelligence operatives are practically able to implement their training as this could have an impact on their lives.
- ◇ The importance of being computer literate is tested in the following question. Intelligence operatives need to keep abreast with the vast changes in technology.
- ◇ Question eleven addresses job rotation: Intelligence operatives tend to display a sense of reluctance when it comes to rotating them within the various other components of intelligence. The researcher is of the opinion that this would impact negatively on the growth of the individuals within this environment.
- ◇ Effectiveness of training within the environment was asked to gauge whether the training that is presently carried out in the unit is making a difference in equipping the operatives adequately in respect of Intelligence gathering.
- ◇ The suitability of trainers, who are usually local trainers from within the unit who tend not to have the hard core practical experience was questioned in question 13 to gauge whether this adversely impacts on the operatives in performing their jobs.
- ◇ Job Satisfaction appears as question 15.1 to 15.5 on the questionnaire. These questions were asked to determine what factors are seen as obstacles within the environment in respect of attaining job satisfaction and what factors can be rectified in order to cultivate an environment that is conducive to creating a cadre of high performing intelligence operatives.

3.6.2 Administration of Questionnaire

The questionnaire was distributed personally to individuals. Each questionnaire was accompanied by a covering letter describing the nature and objective of the study and assuring respondents of the

utmost confidentiality. According to Sekaran (2000:250), administering questionnaires personally to individuals helps to establish rapport with the respondents. It also enabled the researcher to introduce the questionnaire, provide clarification sought by respondents on the spot and allowed for immediate collection of the questionnaire. Due to nature and sensitivity surrounding the jobs of the respondents being tested they had to be assured verbally that there was no sinister motive from the study and the analysis was being carried out to assist the component on a better working methodology in respect of training. Questionnaires were handed out personally and then collected from participants. The completed questionnaires were then statistically analysed.

3.7 Pilot Testing and In-House Pre-testing

A pilot test is conducted to detect weaknesses in design and instrument and to provide proxy data for selection of a probability sample. It should, therefore, draw subjects from the target population and simulate the procedures and protocols that have been designated for data collection. Cooper & Schindler (2001:81).

Pre-testing or a pilot test involves the use of a small number of respondents to test the appropriateness of the questions and their understandability (Sekaran, 2002). Field pre-tests involve distributing the test instrument exactly as the actual instrument will be distributed (De Vos, 1998). In this study, pilot testing was carried out using 15 subjects from the Crime Intelligence gathering Component in Kwa- Zulu Natal. The advantages of using pilot testing is to help detect possible flaws in the measurement procedures, to identify unclear or ambiguously formulated items and the process allows researchers to notice non-verbal behaviour in respondents, that is, discomfort or embarrassment about the content or wording of questions (Welman & Kruger, 1999). In this study, the questionnaire was pre-tested by asking the Intelligence operatives to comment on the appropriateness of the questionnaire in terms of relevance and construction. The feedback from the in-house pre-testing led to the following:

3.7.1 Results of Pilot test

The results of the pilot test were as follows:

- A change in the flow of the questions

This was necessitated by one respondent's comment that the questions did not flow well.

- A change in the wording of certain questions.

Respondents felt that some questions were leading or negative; and

- A change in the number of exploratory questions

Respondents felt that more yes and no answers should be included. The inclusion made it easier for the operatives to complete the questionnaires since most of them are out in the field and will be completing the said questionnaires externally.

All of the above suggestions were included when the final questionnaire was drafted.

3.8 Psychometric Properties of the Questionnaire

According to Cooper & Schindler (2001:211) validity is the extent to which differences found with a measuring tool reflect true differences among respondents being tested. The questionnaire utilised in this study was constructed to measure the theories and concepts it was designed to assess.

According to Cooper & Schindler (2001:215) reliability is concerned with estimates of the degree to which a measurement is free of random or unstable error. A measure is reliable to the degree it supplies consistent results. This means that, if the same experiment is carried out under the same conditions, the same measurements will be obtained.

3.9 Analysis of Data

The data from the completed questionnaires was captured onto computerised and international standard quantitative statistical software called SPSS (Statistical Package for Social Sciences). Data was analyzed using both descriptive and inferential statistics. Descriptive statistics enables the presentation of results by means of frequency measures of central tendency and dispersion. Results will be presented in tabular format. Inferential statistics using correlation, T-test, Anova, Cronbach's co-efficient of alpha and multiple regression were used to evaluate the hypotheses.

3.9.1 Descriptive Statistics

Descriptive Statistics refer to the collection of methods for classifying and summarising numerical data. The objective of descriptive statistics is to provide summary measures of the data contained in all the elements of a sample (Kinnear & Taylor, 1991) therefore; an analysis of the data incorporates frequencies, measures of central tendency and measures of dispersion. It also involves the explanation and summarization of the data acquired for a group of individual unit analysis (Welman & Kruger, 1999). In this study descriptive statistics was done for each of the following study variables:

- Appropriateness of training to ensure job performance.
- Job Rotation
- Mentorship
- E-learning
- Job satisfaction
- Training in respect of a developmental plan
- Regularity of training

3.9.1.1. Frequencies & Percentages

According to Sekaran (2000:396) “frequencies refer to the number of times various sub categories of a certain phenomenon occur, from which the percentage and cumulative of their occurrence can easily be calculated”. Frequencies are used in the current study to obtain a profile of the sample.

Cooper & Emory (1995:57) further states that percentages serve two purposes in data presentation. They simplify by reducing all numbers to a range from 0 to 100. Secondly, they translate the data into standard form, with a base for relative comparisons.

3.9.1.2. Measures of Central Tendency and Dispersion

Central tendency is the common measure of location. The arithmetic mean (known as the mean) is what is commonly known as the average (Silver, 1992). It is the sum of the observed values in the distribution divided by the number of observations. It is the location measure most frequently used for interval ratio data but can be misleading when the distribution contains extreme values, large or small (Cooper & Emory, 1995).

The standard deviation (SD) is also a measure of dispersion. It is a statistical measure that expresses the average deviation about the mean in the original units of the random variable. This is unlike the squared units of measure used in the variance (Wegner, 1995). According to Huysamen (1998:176), the measures of central tendency and dispersion enable one to describe and compare distributions more concisely and objectively. The data was analysed using the following measures of central tendency and dispersion as explained by Cooper & Schindler (2001: 442- 443).

- **Mean:** The mean refers to the sum of the observed values in distribution divided by the number of observations.
- **Median:** The median refers to the midpoint of the distribution. When the distribution has an even number of observations, the median is the average of the two middle scores.
- **Mode:** The mode is the most frequently occurring value. The mode is the location measure for nominal data and a point of reference.
- **Variance:** The variance can be referred to as the average of the squared deviation scores from the distribution's mean.
- **Standard deviation:** The standard deviation summarizes how far away from the average the data values typically are. It is also an important concept for descriptive statistics because it reveals the amount of variability of individuals within the data set.
- **Range:** The range refers to the difference between the largest and smallest score in the distribution and is computed from only the minimum and maximum scores.

3.9.2. Inferential Statistics

Hinkle et.al (1979:10) defines inferential statistics as “a collection of methods for making inferences about the characteristics of the population from the knowledge of the corresponding characteristics of the sample.” In this study the following methods were used:

3.9.2.1 Reliability: Cronbach's Coefficient Alpha

It is vital to ensure that the measuring instrument measures with reliability what it is supposed to measure. It is concerned with estimates of the degree to which a measurement is free of random or unstable error. An aspect of reliability is interval consistency, the degree to which instrument items are homogeneous and reflect the same underlying constructs. Cronbach's coefficient alpha has the

most utility for multi item scales at the interval level of measurement (i.e. items which may be assigned, more than two values, as in rating scales) (Cooper & Emory, 1995). In this study reliability was determined using Cronbach's Co-efficient Alpha. According to Judd et.al (1991:75) Cronbach's Co-efficient Alpha measure is derived from the correlations of one item with each of the other items. This measure ranges from 0 to 1, with 0 meaning complete unreliability and 1 meaning perfect reliability.

3.9.2.2. Correlation

Correlation coefficients reveal the magnitude and direction of relationships. When the values correspond, the two variables have a positive relationship (Cooper & Schindler, 2001). Correlation analysis examines the strength of the identified association between variables (Wegner, 1995). Pearson's correlation matrix indicates the direction, strength and significance of the bivariate relationship among the variables in the study (Cooper & Emory, 1995). In this study, inter-correlation's were done for each of the study variables namely, the appropriateness of training, adequate skills to address organized crime, the benefits of the training sessions, trained to carry out specified jobs, the assistance of a mentor, benefits of analyst training, job rotation, effectiveness of training within the environment and suitability of trainers.

3.9.2.3. T-Test

The t-Test is used to see if there are any significant differences in the means for two groups in the variable of interest (Sekaran, 2000). In this study, the t-Test was used to determine whether there is significant difference between gender and each of the nine dimensions namely the appropriateness of training, adequately skilled to address organized crime, the benefits of the training sessions, trained to carry out job specification, the assistance of a mentor, benefits of analyst training, job rotation, effectiveness of training within the environment and suitability of trainers.

3.9.2.4. Analysis of Variance (ANOVA)

The technique of analysis of variance (ANOVA) is used to test hypotheses that the means of the two or more groups are equal (Silver, 1992). "ANOVA is a statistical procedure that

assesses the likelihood that the means of groups are equal to a common population mean by comparing an estimate of the population variance determined between groups with an estimate of the same population variance determined within groups” (McCall, 1994). In this study, ANOVA was used to determine whether employees varying in each of the biographical variables (age, ethnic group, education, length of service) differ in their perceptions in respect of the study variables namely, appropriateness of training, adequately skilled to address organized crime, the benefits of the training sessions, trained to carry out job specification, the assistance of a mentor, benefits of analyst training, job rotation, effectiveness of training within the environment and suitability of trainers.

3.10 Ethical Standards

The highest standards of ethics were maintained whilst executing this research project and care was taken to safeguard and protect individuals against any form of mental or physical harm. Attention was also given to the fact that no participant suffered adverse consequences from this research project. Due to the sensitivity of the project the researcher put in much time and effort in explaining the benefits of the study to the management of Crime intelligence as well as to the respondents. This was done to cultivate an environment of trust, to put management and respondents at ease thus ensuring that there was overall cooperation and the questionnaires were answered truthfully. Respondents and Management was further assured of confidentiality and thereafter consent was obtained to administer the questionnaires.

The Division of Crime Intelligence is a critical unit of the SAPS and its substantial contribution towards addressing organized crime and ensuring the safety and security of the citizens is duly noted thus the intention of this project is not intended to bring ill repute or to humiliate the component in any way. The aim of the project is to understand whether the training initiative being carried out is in fact adding value and to find appropriate alternatives to assist in training and developing the individuals within the Division.

3.11 Conclusion

This chapter explored the research methodology and statistical methods used to analyse the data obtained from the questionnaire. This research was undertaken as an exploratory task, this is due to the fact that there is no clear understanding at this point in time as to whether the training of intelligence operatives in its present form is adequate and appropriate. In addition due to the investigation into the training of intelligence operatives being so new and vague the exploratory task of this study needs to be carried out to learn something about the dilemma facing the management of Crime Intelligence. This research/study provides a basis for further in-depth investigation. The statistical analysis of the data will identify key areas of the study that require improvement for further research.

CHAPTER FOUR

ANALYSIS OF DATA

4.1. Introduction

This chapter deals with the presentation of results and provides an analysis of the findings. The data obtained from the questionnaires were analysed and the statistical methods mentioned in chapter four were applied in presenting and interpretation of results obtained from the computerised and international standard quantitative statistical software called SPSS (Statistical Package for Social Sciences).

4.2 Reliability Test: (Cronbach Alpha test)

The reliability of the questionnaire was ascertained via statistical computations, which reveals that the Cronbach's coefficient alpha is high which indicates a high reliability of:

$$\text{Alpha} = .7325$$

4.2.1 Interpretation:

The reliability analysis for the questionnaire's continuous variables reveals that the Cronbach's alpha value is 0.7325. This is above 0.7 and indicates that this research instrument's (Questionnaire) continuous study variables has internal consistency and reliability.

4.3 Biographical Data of Respondents

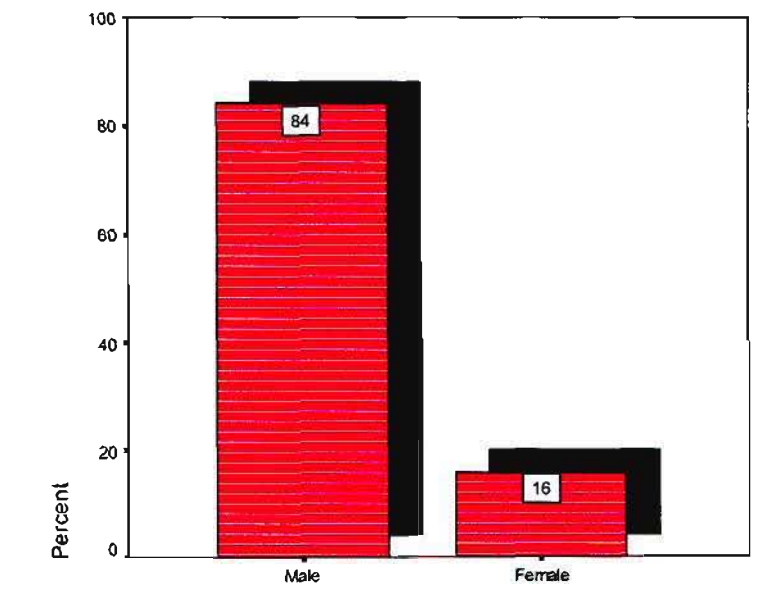
4.3.1.1 Gender

Table 4.1 Gender

Gender	Frequency	Percent	Cumulative Percent
Male	58	84.1	84.1
Female	11	15.9	100.0
Total	69	100.0	

There were 84.1% male respondents and 15.9% female respondents as indicated in Table 4.1. This is a clear indication that the Intelligence Gathering environment is very much an environment dominated by the male gender. This can be attributed to the perception that has been created over time that intelligence led work is a male dominated profession. This factor will need to be addressed to keep within the frame work of the Department of Labour's, Employment Equity plans for the future. According to the Employment Equity Act (1998) disadvantages in training, education and experience are important in relation to equality in employment for women. Subsection 20(3) of the Act is significant in relation to women's recruitment and promotion and should be seriously looked at within the Intelligence Gathering environment.

Graph 4.1 Gender



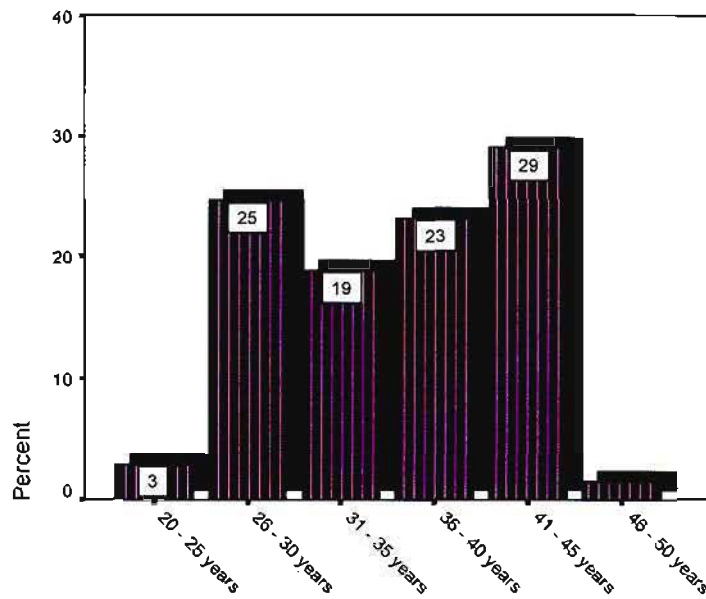
4.3.1.2 Age Structure

Table 4.2 Age of Respondents

Age of respondents	Frequency	Percent	Cumulative Percent
20 - 25 years	2	2.9	2.9
26 - 30 years	17	24.6	27.5
31 - 35 years	13	18.8	46.4
36 - 40 years	16	23.2	69.6
41 - 45 years	20	29.0	98.6
46 - 50 years	1	1.4	100.0
Total	69	100.0	

Table 4.2 indicates the dispersion of respondents in this project, 2.9 % are between the 20 – 25 year age group, 24.6 % are between the 26 - 30 year age group, 18.8 % are between 31 - 35 year age group, 23.2% are between the 36-40 year age group, 29.0 % are between 41 – 45 year age group and 1.4 % are between the 46 – 50 year age group. 71% of the respondents within the Crime Intelligence gathering environment are above 30 years but below 45 years of age. The 30s and the early 40s are crucial for police officers since many of them pursue senior officer’s posts at this age. The data further indicates a high number of mature individuals that form part of the intelligence gathering environment.

Graph 4.2 Age Structure



Graphical Representation of Age Groups

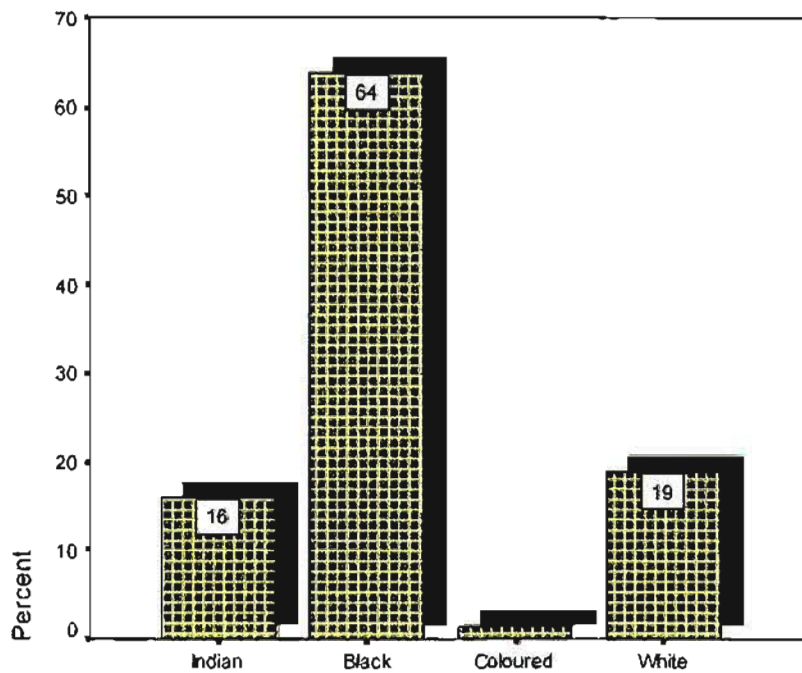
4.3.1.3 Population Structure

Table 4.3 Population Group

Population Group	Frequency	Percent	Cumulative Percent
Indian	11	15.9	15.9
Black	44	63.8	79.7
Coloured	1	1.4	81.2
White	13	18.8	100.0
Total	69	100.0	

According to Table 4.3, 63.8% were African respondents, 15.9% were Indian respondents, 1.4% were Coloured respondents and 18.8% White respondents. This corresponds with the demographics of the Kwa- Zulu Natal region.

Graph 4.3 Population Group



Graphical Representation of Population Group

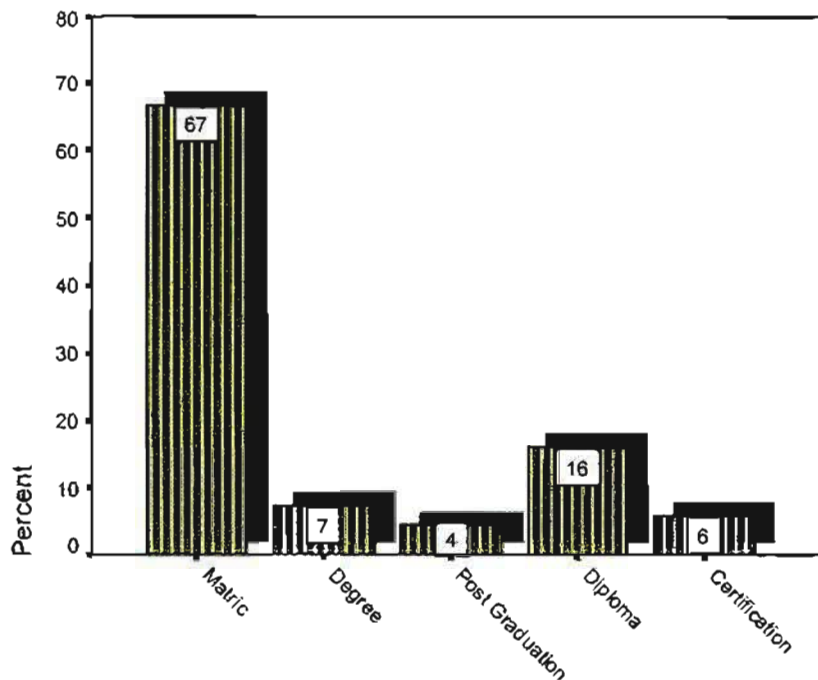
4.3.1.4 Qualification of Respondents

Table 4.4 Highest Qualification

Qualification	Frequency	Percent	Cumulative Percent
Matric	46	66.7	66.7
Degree	5	7.2	73.9
Post Graduation	3	4.3	78.3
Diploma	11	15.9	94.2
Certification	4	5.8	100.0
Total	69	100.0	

Table 4.4 indicates that 5.8% of respondents have a certificate qualification, 15.9% have a 3 year Diploma, 7.2% of respondents have a 3 year Degree, 4.3% of the respondents have a Post graduate qualification and the majority of the respondents at a percentage of 66.7% only have matric. These qualifications were given as their highest qualification, indicating that the intelligence operatives do not possess a tertiary education which might empower them with greater skills and capacity.

Graph 4.4 Highest Qualification Levels



Graphical Representation of Education levels

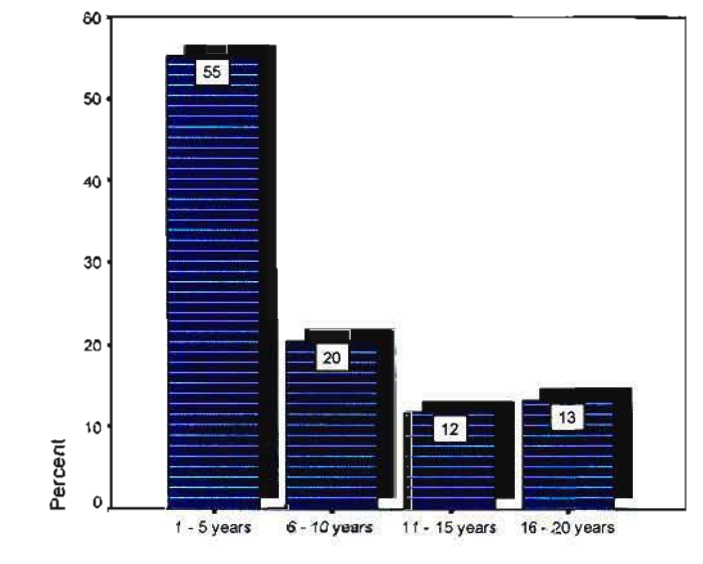
4.3.1.5 Years of Experience

Table 4.5 Length of Service

Years of Experience	Frequency	Percent	Cumulative Percent
1 - 5 years	38	55.1	55.1
6 - 10 years	14	20.3	75.4
11 - 15 years	8	11.6	87.0
16 - 20 years	9	13.0	100.0
Total	69	100.0	

The data presented in the Table 4.5 below indicates that 55.1% of respondents have between 1-5 years of experience within the intelligence environment, 20.3% have between 6-10 years of experience, 11.6% have between 11-15 years experience and 13.0% have between 16-20 years of experience. The data clearly indicates that approximately 75% of the respondents have less than 10 years of experience within the Intelligence environment. Due to the fact that 55.1% has between 1-5 years experience we are looking at majority of the individuals being relatively in- experienced and this clearly displays that the foundation of the Component relies on the experience of 24.6% of the respondents.

Graph 4.5 Years of experience



Graphical Representation of different working experience

4.3.1.6 Appropriate level of training and skills of operatives.

Table 4.6

Variable	Frequency	Percent	Cumulative Percent
Never	6	8.7	8.7
Sometimes	25	36.2	44.9
Occasionally	17	24.6	69.6
Always	20	29.0	98.6
Surpass	1	1.4	100.0
Total	69	100.0	

The above results reveal perceptions of respondents in this project. A concerning factor is that a minority of 30.4% of the respondents have indicated with confidence and assurance that they are of the opinion that they are being trained appropriately.

4.3.1.7 Training and Development According to a Development Plan.

Table 4.7 Training and Development According to a Development Plan.

Variable	Frequency	Percent	Cumulative Percent
Yes	47	68.1	68.1
No	22	31.9	100.0
Don't know	0	0	0
Total	69	100.0	

Table 4.7 reveals perceptions of respondents in respect of the development plan. 68.1 % believe they are being trained, skilled and developed according to a development plan that is line with the objectives of Crime Intelligence. This result indicates that majority of the respondents are of the opinion that training and developmental initiatives carried out are not haphazard or unstructured but in accordance with the holistic strategic objectives of the Component.

4.3.1.8 Training or Skills Development in the Past 12 Months

Table 4.8 Training or Skills Development in the Past 12 Months

Variable	Frequency	Percent	Cumulative Percent
Yes	33	47.8	47.8
No	36	52.2	100.0
Total	69	100.0	

In table 4.8, 47,8% of respondents indicated that they had undergone some sort of training and

skill development however 52.2% have responded “No” to the study variable, resulting in a majority who are not having their skills updated.

4.3.1.9 Present Skills Adequate for Priority Crimes.

Table 4.9 Adequate Skills for Priority Crimes.

Variable	Frequency	Percent	Cumulative Percent
Strongly Disagree	2	2.9	2.9
Disagree	9	13.0	15.9
Neutral	11	15.9	31.9
Agree	39	56.5	88.4
Strongly Agree	8	11.6	100.0
Total	69	100.0	

The results in table 4.9 reveal perceptions of respondents in respect of their adequacy to deal with priority crimes. Approximately 68% are confident that they have the required knowledge to address the priority crimes within the greater Kwa-Zulu Natal Province. What is perturbing though is that 32% of operatives are not confident about their adequacy to deal with situations that are potentially life threatening and within which they are compelled to work.

4.3.1.10 Benefits of the Training Session.

Table 4.10 Benefits of the Training Session.

Variable	Frequency	Percent	Cumulative Percent
Never	6	8.7	8.7
Sometimes	20	29.0	37.7
Occasionally	12	17.4	55.1
Always	30	43.5	98.6
Surpass	1	1.4	100.0
Total	69	100.0	

Thirty seven point seven percent of respondents are of the opinion that they have gained very little or no benefits from the training they have attended, which reflects that the training sessions were a waste of resources.

4.3.1.11 Relevance of Training to Job.

Table 4.11 Relevance of Training to Job.

Variable	Frequency	Percent	Cumulative Percent
Never	7	10.1	10.1
Sometimes	16	23.2	33.3
Occasionally	13	18.8	52.2
Always	31	44.9	97.1
Surpass	2	2.9	100.0
Total	69	100.0	

The results in table 4.11 reveal that a significant proportion of respondents do not have confidence in the relevance of their training for their specified tasks.

4.3.1.12 Allocation of Mentors.

Table 4.12 Allocation of Mentors.

Variable	Frequency	Percent	Cumulative Percent
Never	28	40.6	40.6
Sometimes	20	29.0	69.6
Occasionally	10	14.5	84.1
Always	11	15.9	100.0
Total	69	100.0	

Only 30% of the respondents have been mentored in some way, the majority have little or no mentoring.

4.3.1.13 Benefits of analyst training.

Table 4.13 Benefits of analyst training.

Variable	Frequency	Percent	Cumulative Percent
Strongly Disagree	3	4.3	4.3
Disagree	2	2.9	7.2
Neutral	11	15.9	23.2
Agree	34	49.3	72.5
Strongly Agree	19	27.5	100.0
Total	69	100.0	

Table 4.13 reveals perceptions of respondents in respect of the benefits of analyst training. A minority of 4.3% strongly disagree, 2.9% disagree, 15.9% remained neutral, 49.3% agree and 27.5% strongly agree. Clearly the majority (76.8%) believe in the benefits of analyst training.

4.3.1.14 Application of Theoretical Knowledge.

Table 4.14 Application of Theoretical Knowledge.

Variable	Frequency	Percent	Cumulative Percent
Yes	13	18.8	18.8
No	56	81.2	100.0
Total	69	100.0	

Table 4.14 above indicates that only 18.8% of the respondents have a problem applying the knowledge practically. The other 81.2% are content in their ability to utilize their acquired knowledge practically.

4.3.1.15 **Importance of Computer Literacy.**

Table 4.15 Importance of Computer Literacy.

Variable	Frequency	Percent	Cumulative Percent
Yes	68	98.6	98.6
No	1	1.4	100.0
Total	69	100.0	

Table 4.15 above indicates that 98.6% of the respondents believe that being computer literate is a necessity and only 1.4% responded negatively.

4.3.1.16 **Job Rotation and Holistic Development.**

Table 4.16 Job Rotation and Holistic Development.

Variable	Frequency	Percent	Cumulative Percent
Strongly Disagree	6	8.7	8.7
Disagree	12	17.4	26.1
Neutral	16	23.2	49.3
Agree	21	30.4	79.7
Strongly Agree	14	20.3	100.0
Total	69	100.0	

Fifty percent of the respondents agree that they should be rotated within the unit. This will have a positive impact on the handlers/operatives in that they will understand the “bigger picture” and the rotation will impact positively on their growth within the component.

4.3.1.17 **Rating of Training Courses within the Crime Intelligence Environment.**

Table 4.17 Rating of Training Courses within the Crime Intelligence Environment.

Variable	Frequency	Percent	Cumulative Percent
Very poor	1	1.4	1.4
Poor	6	8.7	10.1
Fair	20	29.0	39.1
Good	31	44.9	84.1
Very Good	11	15.9	100.0
Total	69	100.0	

Table 4.17 indicates that 60% of the respondents rate the intelligence courses that have been presented as being good. More effort should be put into changing the perception of the 39% of the respondents, who believe otherwise.

4.3.1.18 **Experience and knowledge of trainers.**

Table 4.18 Experience and knowledge of trainers.

Variable	Frequency	Percent	Cumulative Percent
Very poor	2	2.9	2.9
Poor	5	7.2	10.1
Fair	23	33.3	43.5
Good	33	47.8	91.3
Very Good	6	8.7	100.0
Total	69	100.0	

Table 4.18 indicates the perceptions of respondents in respect of this study. 2.9% indicated very poor, 7.2% poor, 33.3% fair, 47.8% good, 8.7% very good. The majority of the respondents (89.9%) believe that their trainers are knowledgeable and experienced enough to conduct their training sessions.

4.3.1.19 **Decision to leave Crime Intelligence Gathering**

Table 4.19 Decision to leave Crime Intelligence Gathering

Variable	Frequency	Percent	Cumulative Percent
Yes	25	36.2	36.2
No	44	63.8	100.0
Total	69	100.0	

Table 4.19 indicates that 63.8% of the respondents are comfortable within the component. However 36.2% have indicated that they have considered leaving the unit. This might impact on their willingness to learn and work efficiently since their efforts would not be rewarded when they leave.

4.3.1.20.1 **level of Job Satisfaction**

Table 4.20 Level of Job Satisfaction

	Frequency	Percent	Cumulative Percent
Yes	4	5.8	5.8
No	19	27.5	33.3
Unsure	4	5.8	39.1
Not Applicable	42	60.9	100.0
Total	69	100.0	

Table 4.20 indicates that of the respondents that indicated that they have considered leaving the component 5.8% have indicated that they have no job satisfaction. 27.5% indicated that it is not due to job satisfaction but other factors namely rewards, positive appraisal recognition, promotions to a higher rank and being considered for access to better resources.

4.3.1.20.2 **Need for Career Development.**

Table 4.21 **Need for Career Development.**

	Frequency	Percent	Cumulative Percent
Yes	13	18.8	18.8
No	12	17.4	36.2
Unsure	2	2.9	39.1
Not Applicable	42	60.9	100.0
Total	69	100.0	

As indicated in table 4.21, 18.8% of the respondents indicated that they have considered leaving the Crime Intelligence component because of a need for career development.

4.3.1.20.3 **Motivation of Reward and Recognition.**

Table 4.22 **Motivation of Reward and Recognition.**

	Frequency	Percent	Cumulative Percent
Yes	14	20.3	20.3
No	9	13.0	33.3
Unsure	4	5.8	39.1
Not Applicable	42	60.9	100.0
Total	69	100.0	

20.3% have indicated that their need to leave was motivated by the fact that they received no reward or recognition for their efforts.

4.3.1.20.4 **Leadership Style and Communication.**

Table 4.23 Leadership Style and Communication.

	Frequency	Percent	Cumulative Percent
Yes	17	24.6	24.6
No	6	8.7	33.3
Unsure	4	5.8	39.1
Not Applicable	42	60.9	100.0
Total	69	100.0	

24.6% of the respondents have indicated that their reason for considering leaving the Crime Intelligence gathering unit is due to the autocratic style of managers. This can be attributed to the fact that most individuals that are in management positions within the unit were trained and skilled from the old order of policing. These individuals have not embraced change and continue to expect the lower ranks to obey instructions. They do not cultivate a “buy-in” from all employees and do not embrace a democratic leadership style.

4.3.1.20.5 **Conducive Work Environment.**

Table 4.24 Conducive Work Environment.

	Frequency	Percent	Cumulative Percent
Yes	7	10.1	10.1
No	14	20.3	30.4
Unsure	6	8.7	39.1
Not Applicable	42	60.9	100.0
Total	69	100.0	

20.3% of the respondents that have indicated that they have considered leaving the unit, have indicated that it is not due to the working environment. This is a positive sign due to the fact that the crime intelligence gathering environment is a very challenging and dangerous environment within which to subject oneself.

4.3.1.21 **Benefits of (E-Learning) Training.**

Table 4.25 Benefits of (E-Learning) Training.

	Frequency	Percent	Cumulative Percent
Yes	60	87.0	87.0
No	9	13.0	100.0
Total	69	100.0	

87% of the respondents have indicated that the e- Learning method of training will benefit them. This is extremely positive since it indicates that the operatives are eager to embrace a new paradigm of education and training.

To further evaluate the data collected in this study, the following central tendency statistics highlights the salient points.

4.4. **Central Tendency Statistics**

Table 4.26 Central Tendency Statistics

	appropriate level of training and skills of operatives	benefits of the training sessions	relevance of training to job	allocation of mentors
N	69	69	69	69
Mean	3.00	3.00	3.00	2.00
Std. Deviation	1.013	1.071	1.102	1.097
Variance	1.026	1.147	1.215	1.202
Range	4	4	4	3

4.4.1.1 **Interpretation**

The central tendency statistics reveals results for the different study variables namely; appropriate level of training and skills of operatives, benefits of the training sessions,

relevance of training to job and allocation of mentors.

The measurement scale utilised is:

- 1 = Never
- 2 = Some times
- 3 = Occasionally
- 4 = Always
- 5 = Surpass expectation

4.4.1.2. **Mean - Average**

The mean results are as follows:

- The respondents have articulated an average perception of 3.00 for the following study variables namely, appropriate level of training and skills of operatives, benefits of the training sessions and relevance of training to the job. The average perception according to the measurement scale is “occasionally” implying that no significant benefits arise from these interventions.
- However respondents have indicated an average perception of 2 or “sometimes” which is in respect of the study variable “the allocation of mentors”, which appears to be of less significance to the operatives.

4.4.1.3 **The Standard Deviation**

If there is a “0” deviation this indicates that there is no variance in the respondents perception. The four study variables namely; benefits of the training sessions, relevance of training to job, appropriate level of training and skills of operatives and allocation of mentors have standard deviations from 1.013 to 1.097. It indicates that these statements tested have variations in respect of the respondent’s perception. The respondents felt free to indicate their opinion honestly. The respondents have indicated their choices from the measurement scales of never, sometimes, occasionally, always and surpass expectations.

4.4.1.4 Variance

The study variables namely; benefits of the training sessions, relevance of training to job, appropriate levels of training and skills of operatives have variances between 1.026 to 1.215, which indicates the respondents difference in perceptions.

4.4.1.5 Range

The study variables namely benefits of the training sessions, relevance of training to job, appropriate level of training and skills of operatives and allocation of mentors have range values of 4 and 3. This indicates that the respondents have expressed various opinions and perceptions towards these study questions.

Table 4.27 Central Tendency Statistics

	Present skills adequate for priority crimes	Benefits of analyst training	Job rotation and holistic development.
N	69	69	69
Mean	4.00	4.00	3.00
Std. Deviation	.958	.975	1.236
Variance	.918	.951	1.529
Range	4	4	4

4.4.2.1 Interpretation

The above table reveals central tendency statistics for the study variables: Present skills adequate for priority crimes, Benefits of analyst training, Job rotation and holistic development. The measurement scale utilised is

1 = Strongly disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly agree

4.4.2.2 Mean – Average

The mean or average results are indicated as follows:

The study variables namely: present skills adequate for priority crimes and the benefits of analyst training have a mean/ average value of 4.00. This reveals that the operatives who participated in this project have articulated a perception of “agree ” towards the above mentioned 2 variables which is positive due to the fact that they are confident in respect of their skills they have to address the priority crimes within the Kwa-Zulu Natal Province. These crime categories are namely, fire arm related crimes, drug related crimes, house breaking, multidimensional organised crime and crimes against the state. The respondents have also indicated a positive response to being trained and skilled in Analyst training which is generally carried out by the Analysis unit of Crime intelligence.

- The study variable “Job rotation and holistic development” has a mean value of 3.0. This reveals that the respondents who participated in this project have articulated an average perception of “neutral” towards the above mentioned variable. This may be viewed in a positive light in that the operatives are willing to be rotated within the Crime intelligence Division to being holistically developed in the various facets of Intelligence.

4.4.2.3 **The Standard Deviation**

- The above four variables have standard deviation from .958 to 1.236, it reveals these statements have variation in respondent’s perception.

4.4.2.4 **Variance**

- The above three variables have variance from .918 to 1.529, it reveal that the respondents have indicated a difference in their perceptions.

4.4.2.5 **Range**

- The above four variables have range value of 4, it indicates, these variables are constant in the respondents perception towards the study questions.

Table 4.28 Central Tendency Statistics

	Rating of training courses within the Crime Intelligence environment.	Experience and knowledge of trainers.
N	69	69
Mean	4.00	4.00
Std. Deviation	.905	.868
Variance	.818	.753
Range	4	4

4.4.3.1 Interpretation

The above table reveals the central tendency statistic results in respect of the study variable namely; rating of training courses within the Crime Intelligence environment and the experience and knowledge of trainers.

The measurement scale is

- 1 = Very poor
- 2 = Poor
- 3 = Fair
- 4 = Good
- 5 = Very good

4.4.3.2 Mean

The mean results are as follows:

- The study variables in respect of the rating of the training courses within the Crime Intelligence environment and the experience and knowledge of trainers, has a mean value of 4.00. This indicates that the respondents that participated in this project have articulated a perception of “good” in respect of the measurement scale towards the above mentioned 2 variables. The respondents consider the training courses within the crime intelligence gathering environment to be good. They further consider the trainers being utilised to be knowledgeable and experienced.

4.4.3.3 **The Standard Deviation**

- The rating of the training courses within the Crime Intelligence environment and the experience and knowledge of trainers has a standard deviation from .905 to .868. This reveals that these statements have very little variation in respect of the respondent's perceptions of the two study variables.

4.4.3.4 **Variance**

- The above two variables have a variance from .818 to .753. This reveals that these statements have very little difference in respect to the respondent's perceptions towards these two questions.

4.4.3.5 **Range**

- The above two variables have range values of 4 which indicates that these variables are constant with respect to the respondents perception towards the study questions.

4.5. **Inferential Statistics**

"Inferential statistics allows the researcher to make decisions or inferences by interpreting data patterns. Researchers use inferential statistics to determine whether an expected pattern designated by the theory and hypothesis is actually found in the observations" (Frankfort – Nachmias, 1997: 355). In this study, through descriptive statistics, just describing what is in the sample is not enough. The data analysis requires that the researchers make inferences from the sample to the population from which it was drawn.

The following Inferential statistics were also used in this study:

4.5.1. **Correlation**

Correlation analysis examines the strength of the identified association between variables. Pearson's Correlation Matrix indicates the direction, strength and significance of the bivariate relationship among the variables in the study.

Generally, correlation tests are used to find any significant relationship between the study variables which are dependent or independent of each other and find out the direction and strength of the dependency.

Correlation statistics are used to explore or describe strength and direction of the linear relationship between two continuous dependent variables.

Pearson correlation coefficient (r) can only take on values from -1 to $+1$.

Any correlation can reveal the following conclusions or results

1. Significance of correlation
2. If significant, whether it is positive or negative (Direction of correlation)
3. Strength of the correlation.

The $+$ sign on the front indicates whether there is a positive correlation (As one variable increases, so too does the other) or $-$ Negative sign on the front indicates negative correlation (as one variable increases, the other variable decreases) .The size of the absolute value (ignoring the sign) provides an indication of the strength of the relationship.

If p Value is less than 0.05 , then those two variables have statistically significant correlation.

Depending on the coefficient (r) the value strength will be determined as follows:

4.5.1.2 Correlation Scale (Interpretation Rule)

1) The Significance value (p value).

If P value is less than (\leq) 0.05 then that relationship is statistically significant.

2) Correlation (p) values start from -1 to $+1$

3) If there is a negative correlation (Then one variable increases as the other variable decreases)

4) If there is a positive relationship (Then one variable increases as the other variable also increases)

5) The positive or negative sign indicates the direction of the relationship between two variables.

4.5.1.3 Strength Relationship:

If $r = .10$ to $.29$ or $-.10$ to $-.29$ then there is a weak correlation

If $r = .30$ to $.49$ or $-.30$ to $-.49$ then there is moderate correlation

If $r = .50$ to 1.0 or $-.50$ to -1.0 then there is a strong correlation

Table: 4.29 Correlation

		Correlations			
		sv8	sv11	sv12	sv13
sv1	Pearson Correlation	.133	.076	.350**	.298*
	Sig. (2-tailed)	.277	.537	.003	.013
	N	69	69	69	69
sv4	Pearson Correlation	.079	.022	.214	.037
	Sig. (2-tailed)	.517	.857	.078	.763
	N	69	69	69	69
sv5	Pearson Correlation	.155	-.044	.288*	.285*
	Sig. (2-tailed)	.204	.717	.016	.018
	N	69	69	69	69
sv6	Pearson Correlation	.265*	-.106	.453**	.421**
	Sig. (2-tailed)	.028	.387	.000	.000
	N	69	69	69	69
sv7	Pearson Correlation	.073	.039	.139	.107
	Sig. (2-tailed)	.552	.753	.254	.382
	N	69	69	69	69

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

4.5.4 Interpretation

The above correlation results reveals that:

1. The statement “appropriate level of training and skills of operatives (SV1)” when related to statements “rating of training courses within the Crime Intelligence Gathering environment (SV12)” and “ your opinion of trainers (SV 13)” has p values of 0.003 and 0.013 respectively, these p values are less than 0.05 and this indicates that the appropriate level of training and skills of operatives (SV1) is significantly correlated with rating of training courses within the Crime Intelligence Gathering environment (SV12) and the, opinion of trainers (SV13). The + sign in front of SV12, SV13 indicates positive correlation. The Pearson product correlation coefficient r of 0.350 and 0.298 respectively indicates a moderate correlation.
2. When the statement “present skills are adequate for addressing priority crimes (SV4)” is correlated with statements of “the benefits of analyst training (SV8)”, “rotation of intelligence operatives (SV11)”, “rating of training courses within the Crime Intelligence environment (SV12)” and “opinion of trainers (SV13)” have p values that are above 0.05. This indicates that these variables do not have statistically significant correlation.
3. It is also clear that when the statement “have the training session been beneficial to you”(SV5) is correlated with statements “rating of training courses within the Crime Intelligence gathering environment (SV12)” and “opinion of trainers (SV 13)” they have p values of 0.016 and 0.018 respectively. These p values are less than 0.05 and are significantly correlated and the r values of 0,288 and 0.285 indicate a moderate correlation. Similarly the question of “does the training assist you in completing your job description” (SV6) has statistically significant correlation with the “benefits of analyst training” (SV8) and the “rating of the courses” (SV12). The r values of 0,265 and 0,453 indicate a moderate correlation.
4. There is no statistically significant correlation between the allocation of a mentor (SV7) and the benefits of analyst training (SV8) and the rotation of intelligence operatives (SV11).

Further correlation tests are included in the appendix.

4.6. T-Test: Gender

The t-Test is used to see if there are any significant differences in the means for two groups in the variable of interest (Sekaran, 2000). In this study, the t-Test was used to determine whether there is significant difference between gender and the following study variables namely: (SV1) “appropriate level of training and skills of operatives, (SV4) “present skills adequate for addressing priority crimes, (SV5) “have the training session been beneficial to you, (SV6) “does the training assist you in completing your job description, (SV7) “have you been allocated a mentor, (SV8) “the benefits of analyst training”, (SV11) “rotation of intelligence operatives, (SV12) “rating of training courses within the Crime Intelligence Gathering environment and (SV13) “your opinion of trainers”.

4.6.1. Interpretation Rule:

1. If p value is less than or equal $p \leq 0.05$, statistically there is significant difference between Gender groups.
2. If p value is greater than $p > 0.05$, statistically there is **NO** significant difference between Gender groups.

Table: 4.30 T-Test: Gender

T- Test : Gender

		F	t	df	Sig. (2-tailed)
sv1 : As an intelligence handler are you being trained, skilled and developed appropriately to carry out your line function	Equal variances assumed	1.665	.520	67	.605
	Equal variances not assumed		.621	17.112	.543
sv4 : As an intelligence handler would you agree	Equal variances assumed	.599	.924	67	.359
	Equal variances not assumed		.874	13.424	.398
sv5: Have the training	Equal variances assumed	.117	.920	67	.361
	Equal variances not assumed		.899	13.780	.384
sv6 : Does the training assist you in completing your specified job description as a handler	Equal variances assumed	.177	.533	67	.596
	Equal variances not assumed		.492	13.181	.631
sv7 : On completion of a specified training course, have you been allocated a mentor to assist you	Equal variances assumed	.077	-.108	67	.914
	Equal variances not assumed		-.113	14.668	.912

4.6.2 Interpretation:

In above T-test results indicate that the p significant values are above 0.05 for “appropriate level of training and skills of operatives (SV1)” which is (0.605), “present skills adequate for addressing priority crimes (SV4)” which is (0.359), “have the training session been beneficial to you (SV5)” which is (0.361), “does the training assist you in completing your job description (SV6)” which is (0.596), and “have you been allocated a mentor (SV7) which is (0.914). This reveals that statistically there is no significant difference between gender groups (Male and Female) towards the above study statements. (This means Male and Females have similar perceptions towards these study statements and there are no notable differences in male and female opinions towards these study statements).

Table 4.31 T-Test: Gender

T- Test : Gender

		F	t	df	Sig. (2-tailed)
sv8 : To what extent would you agree	Equal variances assumed	1.011	.068	67	.946
	Equal variances not assumed		.057	12.316	.956
sv11: To what extent would you agree that handlers	Equal variances assumed	.275	-.268	67	.790
	Equal variances not assumed		-.274	14.330	.788
sv12: How would you rate the training courses attended within the Crime Intelligence environment	Equal variances assumed	.110	.063	67	.950
	Equal variances not assumed		.069	15.446	.946
sv13: What is your opinion of trainers that are	Equal variances assumed	.244	-.475	67	.636
	Equal variances not assumed		-.505	14.902	.621

4.6.3 Interpretation:

In the above T-test results, as well the p significance values are above 0.05 indicating that statistically there is no significant difference between gender groups (Male and Female) towards the above study statements

4.7 Anova Test

“ANOVA is a statistical procedure that assesses the likelihood that the means of groups are equal to a common population mean by comparing an estimate of the population variance determined between groups with an estimate of the same population variance determined within groups” (McCall, 1994). In this study, ANOVA was used to determine whether employees varying in each of the biographical variables (age, ethnic group, educational level and experience) differ in their perceptions of (SV1)“appropriate level of training and skills of operatives”, (SV4)“present skills adequate for addressing priority crimes, (SV5) “have the training session been beneficial to you”, (SV6)“does the training assist you in completing your job description, (SV7) “have you been allocated a mentor, (SV8) “the benefits of analyst

training”, (SV11) “rotation of intelligence operatives, (SV12) “rating of training courses within the Crime Intelligence Gathering environment and(SV13) “your opinion of trainers”.

4.7.1. Interpretation Rule:

1. If **p** value is less than or equal **p ≤ 0.05**, statistically there is a significant difference between groups.
2. If **p** value is greater than **p > 0.05**, statistically there is **NO** significant difference between groups.

4.7.2 Anova Test: Age Group

Table No 4.32 Anova Test: Age Group

ANOVA : Age group

		Sum of Squares	df	Mean Square	F	Sig.
sv1 : As an intelligence handler are you being trained, skilled and developed appropriately to carry out your line function	Between Groups	1.600	5	.320	.296	.913
	Within Groups	68.139	63	1.082		
	Total	69.739	68			
sv4 : As an intelligence handler would you agree	Between Groups	1.481	5	.296	.306	.907
	Within Groups	60.954	63	.968		
	Total	62.435	68			
sv5: Have the training	Between Groups	2.325	5	.465	.387	.856
	Within Groups	75.675	63	1.201		
	Total	78.000	68			
sv6 : Does the training assist you in completing your specified job description as a handler	Between Groups	.073	5	.015	.011	1.000
	Within Groups	82.564	63	1.311		
	Total	82.638	68			
sv7 : On completion of a specified training course, have you been allocated a mentor to assist you	Between Groups	7.931	5	1.586	1.35	.254
	Within Groups	73.837	63	1.172		
	Total	81.768	68			

4.7.2.1 Interpretation:

The Anova test results which are more than 0,05, they reveal there is no statistically significant difference in perceptions of different age groups of the respondents towards the study statements “appropriate level of training and skills of operatives (SV1)”, “present skills

adequate for addressing priority crimes (SV4)”, “have the training session been beneficial to you (SV5)”, “does the training assist you in completing your job description (SV6)” and “have you been allocated a mentor (SV7).

Table 4.33 Anova Test

ANOVA : Age Group

		Sum of Squares	df	Mean Square	F	Sig.
sv8 : To what extent would you agree	Between Groups	3.555	5	.711	.733	.601
	Within Groups	61.082	63	.970		
	Total	64.638	68			
sv11: To what extent would you agree that handlers	Between Groups	5.984	5	1.197	.770	.575
	Within Groups	97.958	63	1.555		
	Total	103.942	68			
sv12: How would you rate the training courses attended within the Crime Intelligence environment	Between Groups	7.327	5	1.465	1.910	.105
	Within Groups	48.325	63	.767		
	Total	55.652	68			
sv13: What is your opinion of trainers that are	Between Groups	3.828	5	.766	1.018	.415
	Within Groups	47.389	63	.752		
	Total	51.217	68			

4.7.2.2 Interpretation:

In this instance as well the Anova test results reveal there is no statistically significant difference in perceptions of different age groups respondents towards the study statements “the benefits of analyst training” (SV8), “rotation of intelligence operatives (SV11)”, “rating of training courses within the Crime Intelligence Gathering environment (SV12)”, and “your opinion of trainers (SV 13)” because values are 0.601, 0.575, 0.105, 0.415, respectively which are more than **0.05**.

4.7.3 Anova: Ethnic Group

Table: 4.34 Anova Test: Ethnic Group

ANOVA : Ethnic Group

		Sum of Squares	df	Mean Square	F	Sig.
sv1 : As an intelligence handler are you being trained, skilled and developed appropriate to carry out your line function	Between Groups	.452	3	.151	.141	.935
	Within Groups	69.287	65	1.066		
	Total	69.739	68			
sv4 : As an intelligence handler would you agree	Between Groups	4.938	3	1.646	1.861	.145
	Within Groups	57.497	65	.885		
	Total	62.435	68			
sv5: Have the training	Between Groups	5.315	3	1.772	1.584	.202
	Within Groups	72.685	65	1.118		
	Total	78.000	68			
sv6 : Does the training assist you in completing your specified job	Between Groups	1.059	3	.353	.281	.839
	Within Groups	81.579	65	1.255		
	Total	82.638	68			
sv7 : On completion of specified training courses have you been allocated a mentor to assist you	Between Groups	1.462	3	.487	.394	.757
	Within Groups	80.306	65	1.235		
	Total	81.768	68			

4.7.3.1 Interpretation:

As far as the difference in perceptions of different ethnic groups go, there is no statistically significant difference in their perceptions regarding the above mentioned variables since the p values are above 0,05.

Table 4.35 Anova Test: Ethnic Group

ANOVA : Ethnic Group

		Sum of Squares	df	Mean Square	F	Sig.
sv8 : To what extent would you agree	Between Groups	3.078	3	1.026	1.083	.362
	Within Groups	61.559	65	.947		
	Total	64.638	68			
sv11: To what extent would you agree that handlers	Between Groups	2.042	3	.681	.434	.729
	Within Groups	101.900	65	1.568		
	Total	103.942	68			
sv12: How would you rate the training courses attended within the Crime Intelligence environment	Between Groups	2.997	3	.999	1.233	.305
	Within Groups	52.656	65	.810		
	Total	55.652	68			
sv13: What is your opinion of trainers that are	Between Groups	.994	3	.331	.429	.733
	Within Groups	50.224	65	.773		
	Total	51.217	68			

4.7.3.2 Interpretation:

The Anova test results of table 4.37 also reveal there is no statistically significant difference in perceptions of different ethnic groups towards the study statements above.

4.7.4 Anova Test: Education Level

Table 4.36 Anova Test: Education Level

ANOVA : Education level

		Sum of Squares	df	Mean Square	F	Sig.
sv1 : As an intelligence handler are you being trained, skilled and developed appropriately to carry out your line function	Between Groups	1.976	4	.494	.466	.760
	Within Groups	67.764	64	1.059		
	Total	69.739	68			
sv4 : As an intelligence handler would you agree	Between Groups	5.392	4	1.348	1.512	.209
	Within Groups	57.043	64	.891		
	Total	62.435	68			
sv5: Have the training	Between Groups	1.496	4	.374	.313	.868
	Within Groups	76.504	64	1.195		
	Total	78.000	68			
sv6 : Does the training assist you in completing your specified job	Between Groups	.764	4	.191	.149	.963
	Within Groups	81.873	64	1.279		
	Total	82.638	68			
sv7 : On completion of a specified training course, have you been allocated a mentor to assist you	Between Groups	4.780	4	1.195	.993	.418
	Within Groups	76.988	64	1.203		
	Total	81.768	68			

4.7.4.1 Interpretation:

As regards the educational levels of respondents the Anova test results reveal there is no statistically significant difference in perceptions of respondents with different educational levels towards the study statements indicated above in Table 4.36 and below in Table 4.37.

Table 4.37 Anova Test: Education Level

ANOVA : Education Level

		Sum of Squares	df	Mean Square	F	Sig.
sv8 : To what extent would you agree	Between Groups	7.528	4	1.882	2.109	.090
	Within Groups	57.110	64	.892		
	Total	64.638	68			
sv11: To what extent would you agree that handlers	Between Groups	12.958	4	3.240	2.279	.070
	Within Groups	90.984	64	1.422		
	Total	103.942	68			
sv12: How would you rate the training courses attended within the Crime Intelligence environment	Between Groups	1.649	4	.412	.489	.744
	Within Groups	54.003	64	.844		
	Total	55.652	68			
sv13: What is your opinion of trainers that are	Between Groups	.395	4	.099	.124	.973
	Within Groups	50.822	64	.794		
	Total	51.217	68			

4.7.5 Anova Test: Experience

Table: 4.38 Anova Test: Experience

ANOVA : Experience

		Sum of Squares	df	Mean Square	F	Sig.
sv1 : As an intelligence handler are you being trained, skilled and developed appropriately to carry out your line function	Between Groups	21.161	3	7.054	9.438	.000
	Within Groups	48.578	65	.747		
	Total	69.739	68			
sv4 : As an intelligence handler would you agree	Between Groups	6.636	3	2.212	2.577	.061
	Within Groups	55.799	65	.858		
	Total	62.435	68			
sv5: Have the training	Between Groups	14.189	3	4.730	4.818	.004
	Within Groups	63.811	65	.982		
	Total	78.000	68			
sv6 : Does the training assist you in completing your specified job description as a handler	Between Groups	3.622	3	1.207	.993	.402
	Within Groups	79.015	65	1.216		
	Total	82.638	68			
sv7 : On completion of a specified training course, have you been allocated a mentor to assist you	Between Groups	8.882	3	2.961	2.640	.057
	Within Groups	72.886	65	1.121		
	Total	81.768	68			

4.7.5.1. **Interpretation:**

The Anova test results in table 4.38 reveal there is a statistically significant difference in perceptions of respondents with different experience towards the study statements “appropriate level of training and skills of operatives (SV1)” and “have the training session been beneficial to you (SV5)”, because these statements p significant values are 0.000 and 0.004 respectively which are less than 0.05. There appears to be no difference as regards the other variables indicated above and in Table 4.39

Table 4.39 Anova Test: Experience

ANOVA : Experience

		Sum of Squares	df	Mean Square	F	Sig.
sv8 : To what extent would you agree	Between Groups	1.156	3	.385	.395	.757
	Within Groups	63.481	65	.977		
	Total	64.638	68			
sv11: To what extent would you agree that handlers	Between Groups	5.309	3	1.770	1.166	.329
	Within Groups	98.633	65	1.517		
	Total	103.942	68			
sv12: How would you rate the training courses attended within the Crime Intelligence environment	Between Groups	.078	3	.026	.030	.993
	Within Groups	55.574	65	.855		
	Total	55.652	68			
sv13: What is your opinion of trainers that are	Between Groups	1.240	3	.413	.538	.658
	Within Groups	49.977	65	.769		
	Total	51.217	68			

4.8 Conclusion

Previously the training initiatives within the SAPS environment were in keeping with the military style of policing. Training initiatives concentrated on building the physical ability of individuals to perform and survive in combat, this included the use of a variety of weapons, outdoor survival skills, hand to hand combat, among others, ensuring that individuals were in readiness for war. These types of training initiatives are not compatible for an intelligence

unit that is operating in an erratic, unstable environment that is marked by constant change, violence and intrigue quite apart from a state of war.

One of the major challenges facing the Intelligence Gathering Unit is to ensure that the training and skills development of Intelligence operatives are flexible in addressing the threat of organised crime. An additional issue of concern within the Unit is that 66.7% only have matric suggesting that the intelligence operatives do not possess a tertiary education which might empower them with greater skills and capacity. In the light of the foregoing training initiatives undertaken by the unit, it appears to be imperative to redesign initiatives being cognizant of these threats. Maintaining high morale amongst operatives with differing educational qualifications will certainly be a challenge to the Unit.

The results revealed that the majority of respondents believe that the training and development of intelligence operatives should receive more serious attention since they are tasked with serving the interests and needs of the people of the country. More specifically the empirical study was undertaken to determine the effectiveness of the present training initiatives and whether these skills impact on the operatives to meaningfully address the dynamic nature of organised crime at a Provincial Level.

The data was processed, measured and presented by using a structured questionnaire and various statistical analyses. The next chapter provides conclusions and recommendations to be made for the purposes of effective implementation of training for intelligence operatives.

CHAPTER FIVE

Conclusions and Recommendations

5.1. Introduction

Within this study the researcher attempted to examine and understand how effective the current levels of training and skills development of Crime Intelligence Gathering operatives are in meeting the challenges of Organised Crime.

As the Crime Intelligence Division within the SAPS is a Division that is plagued with the baggage of the past in terms of atrocious police practices, behaviours and brutal methods of operation, it has to rely heavily on training and skills development as an important vehicle to drive changes within the SAPS Crime Intelligence Division.

Meyer et.al (2003:19) state that in the Human Capital Section of the King Report, human capital indicates the latent potential value that employees at all levels bring to the company. It has been recognised that the development of Human Capital serves not only economic interests of the company itself, but also the requirements of the society within which the company operates.

From the King criteria on human capital it is clear that training and development plays an important role in terms of good governance.

This study has led the researcher to arrive at the following conclusions relating to the main research problem which was “whether or not the current level of training and skills development within the SAPS – Crime Intelligence environment, was effective in equipping personnel to discharge their line functions, in combating organised crime”.

- The Intelligence Gathering environment is very much an environment dominated by the male gender.

- Seventy one percent of the respondents within the Crime Intelligence gathering environment are above 30 years and below 45 years of age. The 30s and the early 40s are crucial for police officers since many of them pursue senior officer's posts at this age. The data further indicates a high number of mature individuals that form part of the Intelligence Gathering Environment.
- A total of sixty six point seven percent only have matric indicating that the intelligence operatives within the Intelligence Gathering environment do not possess a tertiary education which might empower them with greater skills and capacity.
- Fifty five point one percent of the respondents have 1-5 years experience which indicates that the majority of the individuals are relatively in-experienced and this clearly reflects that the Division of Crime Intelligence relies on the experience of only twenty four point six percent of the respondents.
- A concerning factor is that a minority of thirty point four percent of the respondents have indicated with confidence and assurance that they are of the opinion that they are being trained appropriately.
- Thirty two percent of the respondents have indicated that they are not confident about their adequacy to deal with situations that are potentially life threatening. This is extremely concerning due to the risk these individuals are exposed to daily.
- Some of the respondents are of the opinion that they have gained very little or no benefits from the training they have attended, which reflects that the training sessions were a waste of resources.
- Only thirty percent of the respondents have been mentored in some way, the majority have little or no mentoring.
- The majority of respondents believe that they should be exposed to analyst training.

- A total of ninety eight point six percent of the respondents believe that being computer literate is a necessity. This indicates a positive attitude and acceptance of an updated or modern way of tutoring.
- Half of the respondents that participated have indicated that they should be rotated within the unit. This will have a positive impact on the handlers/operatives in that they will understand the “bigger picture” and this will impact positively on their growth within the component.
- Thirty six point two percent have indicated that they have considered leaving the unit. This might impact on their willingness to learn and work efficiently since they believe their efforts would not be rewarded when they leave.
- A total of twenty seven point five percent of the respondents indicated that they have considered leaving the unit for the following reasons namely; no rewards, no positive appraisals or recognition and no promotions to higher ranks within the unit.
- Twenty four point six percent of the respondents have indicated that their reason for considering leaving the Crime Intelligence gathering unit is due to the autocratic style of managers. This can be attributed to the fact that most individuals that are in management positions within the unit were trained and skilled from the old order of policing. These individuals have not embraced change and continue to expect the lower ranks to obey instructions. They do not cultivate a (buy-in) team-work from all employees and do not embrace a democratic leadership style.
- Eighty seven percent of the respondents have indicated that the e- Learning method of training will benefit them. This is extremely positive since it indicates that the operatives are eager to embrace a new paradigm of education and training.

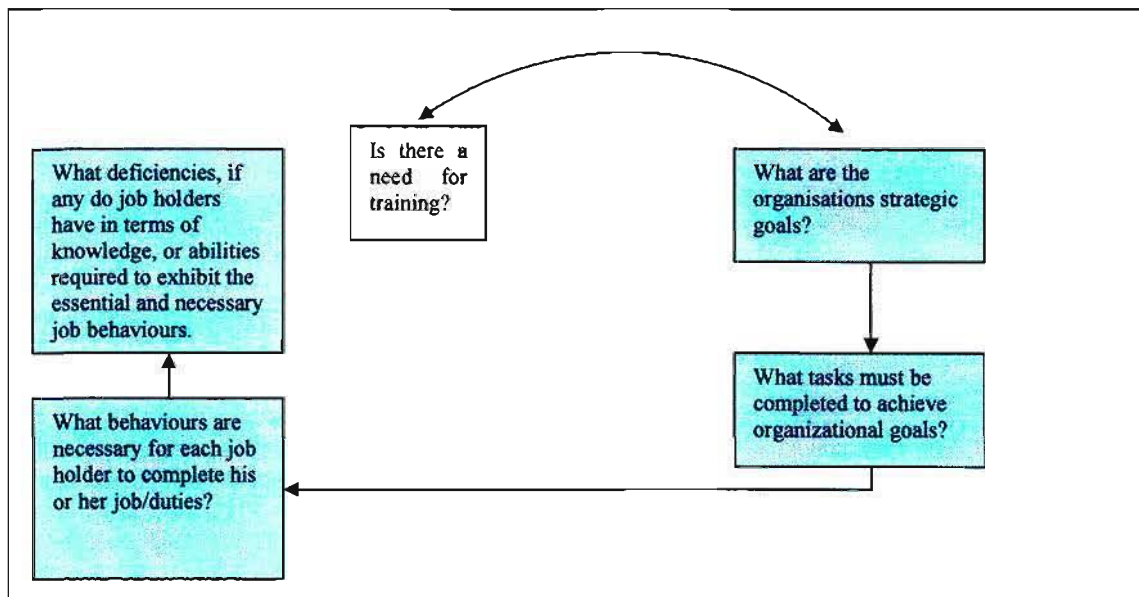
5.2. Recommendations

This study has focused on the effectiveness of training and skills development of Intelligence Operatives who operate within the Crime Intelligence Gathering environment. The study attempted to understand whether the individuals that operate within this environment can effectively address the changing landscape of organised Crime.

The following recommendation's are based on the findings that have been highlighted as areas of concern within the Crime Intelligence Gathering environment. The aim of training should be to bring all the intelligence operatives to an acceptable level of knowledge, ability and skills that will prepare them to face their changing environment with confidence. This will in fact increase productivity, increase effectiveness of operatives and will develop the operatives towards accepting more responsibilities.

1. The Crime Intelligence Gathering unit should have a structured training and development plan with time frames indicating achievable goals and targets. The forecasted budget of the unit must be able to accommodate this.
In an attempt to optimize the benefits of training the following model proposed by Robbins et.al (2000:334), might be more beneficial in determining, firstly, the training needs for the unit's training interventions, before subjecting the operatives to a general programme of training.

Figure: 5.1 Training Model



Robbins et.al (2001) Fundamentals of Management

2. In addition to the current training initiatives being implemented by the Intelligence Gathering Component, the component should evaluate the effects of such training and development exercises to ensure that the desired outcome is realised. The training initiatives should correspond to changes in behaviour within organised crime as well as to the external factors in respect of organised crime trends.
3. Courses that are suitable for the development of Intelligence operatives should be offered by keeping in mind the dynamic changes of organized crime. An effective, future workforce will have to be more multi- talented, flexible, and capable of working productively in complex environments on a wide range of issues.
4. Both web-based and CD-Rom-based instructional modules in basic and advanced subject areas should be developed to allow operatives to access these at their convenience. The Gathering Component should research the feasibility of e-learning which will allow the intelligence operatives the flexibility of being trained at their convenience.

5. An on-line, streaming media library should be established via the Intelligence intranet for distribution on demand. These libraries should store pre-recorded presentations that can be accessed when required.
6. The unit should urgently look at developing operatives in respect of analyst training. According to Gill (2000:212) crime analysis is the process of identifying patterns and relationships between crime data and other relevant sources to prioritize and target police activity. Cope (2004:188) further indicates that analysts are information translators, whose role is to review information and provide reliable intelligence in a practical and operational format. It is highly recommended that the Intelligence Operatives be exposed to this type of training to skill and develop them holistically since analysis is crucial for policing to work effectively because it delivers the “right information, to the right people at the right time” (Fletcher 2000:114).
7. Operatives should be rotated within the Intelligence Division to encourage growth and information sharing. This will have a positive impact on the handlers/operatives in that they will understand the “bigger picture”.
8. The unit should aggressively pursue training and skills development programmes offered by the other Intelligence fraternities operating within South Africa. This will encourage information sharing and will mitigate the silo-culture that presently exists amongst intelligence role-players.
9. The Crime Intelligence Gathering Unit should establish training programmes to allow for rotational duties between the Crime Intelligence Units as well as between the different intelligence agencies.
10. The unit should encourage and motivate intelligence operatives within the environment to develop themselves in respect of acquiring tertiary education which might empower them with greater skills and capacity.

In building the intellectual capital and knowledge base of Crime Intelligence personnel the following elements according to Strickland (2001:353) can also be considered:

- Spend considerable time on screening and evaluating job applicants selecting only those with suitable skills-sets, energy, initiative, judgement and aptitudes for learning and adaptability to the company's work environment and culture.
- Put employees through training programs that continue not just through their early years but also throughout their careers.
- Give them challenging, interesting, and "skills –stretching" assignments.
- Rotate them through jobs that not only have great content but that span functional and geographic boundaries.
- Encourage employees to be creative and innovative, to challenge existing ways of doing things.
- Foster a stimulating and engaging work environment and remunerate on the basis of performance such that employees will consider the company "a great place to work".
- Exert efforts to retain high-potential, high performing employees. Average performers should be coached to do better, while under-performers and benchwarmers should be weeded out.

Since organizational structures are changing rapidly, more emphasis should be placed on self-managed work teams where first line supervisors must also be trained in managerial skills such as planning, organising, leading and control.

5.3 Recommendations for Future Studies.

5.3.1 Sample – Geographical Region

In this study, respondents were selected from only the Crime Intelligence Gathering component of KwaZulu Natal. It will be beneficial to extend the study to other units of the Crime Intelligence Division of the South African Police Services in Kwa-Zulu Natal and also to the other Provinces in order to assess the perceptions of these respondents in future studies. The opinions of employees in other units and Provinces will enable the researcher to compare and contrast the results between units and Provinces.

5.3.2 Sample Size

A sample size of only 120 was used within this study however only 69 individuals participated in the research. It would be appropriate to use a larger sample size in future studies. This will enable the researcher to assess the perceptions of other respondents within the Crime Intelligence Gathering environment and future studies should incorporate other units of the Crime Intelligence Division thereby increasing the validity and reliability of the results.

5.3.3 Sampling Technique

In this study a small component of a focus group and a quantitative approach was utilised. Future studies could look at using more focused groups and the stratified sampling technique. This will allow the researcher to compare results across provinces.

5.4 Conclusion

Intelligence-led Policing is not just a policy change; it is also a culture change for the SAPS as a whole. As such, it impacts upon every single employee, at whatever level they are working in the organisation. The aim of any training initiative is to bring all personnel up to an acceptable level of knowledge, ability, and skills that will prepare them to face their changing environment with more confidence. In general training also has the aim of greater productivity, greater effectiveness of workers in their positions and the development of employees towards accepting more responsibilities.

The crime intelligence component in aspiring towards a professional, integrated and fully functional Intelligence Division must ensure that the training and skills development programmes of its personnel mirrors this desire. It is quite concerning to note that the inhibiting factor to the Intelligence Gathering Component is the unavailability of skilled and knowledgeable operatives to undertake complex and intricate investigations in respect of organized crime.

The intelligence operatives should develop an appreciation not only of their own role but also that of their colleagues. This wider awareness will contribute towards the achievement of real, recognisable, and quantifiable organisational benefits. Whatever

the approach, the goal is to ensure that the intelligence process enables efficient, effective and informed decision-making, which can be achieved by proper training and skills development.

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Appendix A

Ms N.Narain
7 Evergreen Terrace
Havenside
Chatsworth
4092
8 August 2005

The Provincial Head (Assistant Comm. Moodley)
Crime Intelligence
KwaZulu Natal

Permission to conduct research on: How effective the current levels of training and skills development of Crime Intelligence Handlers are in meeting the challenges of organized Crime within the greater KwaZulu Natal Province.

1. I confirm that I am a registered student at the University of KwaZulu Natal and this research is in partial fulfillment for the Degree of Masters in Business Administration with the University of Kwa-Zulu Natal. I am presently supervised by Professor K.Poovalingam who's details are as follows: 031-2607254.
2. My research is based on the Crime Intelligence Gathering Unit operating within Kwa-Zulu Natal and I require permission to incorporate the operatives/handlers of this unit within the sample of my study.
3. I would appreciate your assistance in this matter, especially in terms of access to information that is of relevance to my study. I am aware that not all information may be made available due to the sensitivity surrounding the topic being researched and I assure you that any information that is made available will be used in confidence and with utmost discretion.

4. The respondents that partake in this study will not be identified by name and the results of the questionnaires will be kept strictly confidential and used for statistical purposes only.
5. Should you have any queries please feel free to contact Prof K.Poovalingam or myself on 0731154976 or e.mail navaneethag@yahoo.com.

I thank you in anticipation and look forward to your reply.

Kind Regards

Navneetha Narain

Student - 203517537

-SECRET-

SAP 21

SUID-AFRIKAANSE POLISIEDIENS
 Privaatsak/Private Bag 54320



SOUTH AFRICAN POLICE SERVICE

**THE PROVINCIAL HEAD
 CRIME INTELLIGENCE
 KWAZULU-NATAL**

11 AUGUST 2005

Verwysing Reference	3/1/1
Navrae Enquiries	ASST COMM D MOODLEY
Telefoon Telephone	(031) 325-4784
Faksnommer Fax number	(031) 325-5987

Ms N Narain
 7 Evergreen Terrace
 Havenside
 Chatsworth
 4092

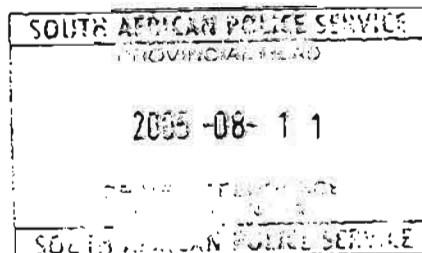
**APPLICATION TO CONDUCT RESEARCH WITHIN THE DIVISION: CRIME INTELLIGENCE
 GATHERING UNIT IN KWAZULU NATAL**

- 1 Your letter dated 2005-08-08 has been noted and acknowledged by my office.
- 2 Due to the fact that your research will have a positive impact on the Crime Intelligence Gathering component and will enhance service delivery, permission is hereby granted to conduct your research.
- 3 This office would like to further extend their full support and assistance to you in respect of the said research.
- 4 Kindly communicate your requirements so that the relevant role players can be timeously informed to assist you.

BEST WISHES

ASSISTANT COMMISSIONER

**PROVINCIAL HEAD : CRIME INTELLIGENCE : KWAZULU-NATAL
 MOODLEY**



Appendix C

Ms N. Narain (203 517 537)
7 Evergreen Terrace
Havenside
Chatsworth
4092

2005/09/18

Dear Respondent

1. I am a MBA student at the University of KwaZulu Natal and currently undertaking research to establish how effective the current levels of training and skills development within the SAPS Crime Intelligence Gathering Environment is, in equipping personnel to discharge their line functions, in combating organized crime.
2. The information you provide me will help me understand the issues and make recommendations to the Division Crime Intelligence on the training of Intelligence operatives within the Component.
3. The results of this questionnaire will be strictly confidential and used for statistical purposes only. No individual will be identified by name in the research report submitted in partial fulfillment for the Degree of Masters in Business Administration with the University of Kwa-Zulu Natal.
4. Your responses are very valuable and you are at liberty to withdraw from the survey at any point in time should you so desire. Your withdrawal will not in any way be held against you.
5. Any queries regarding the questionnaire can be referred to myself detail below or to my supervisor Professor K. Poovalingam on 031-2607254.
6. Thanking you in advance for your cooperation and invaluable assistance.

Kind Regards

N.Narain (203 517 537)
Cell: 0731154976
e-mail: navneethag@yahoo.com

Appendix D

VOLUNTARY QUESTIONNAIRE FOR INTELLIGENCE OPERATIVES “THE TRAINING OF INTELLIGENCE OPERATIVES WITHIN CRIME INTELLIGENCE GATHERING”

Note to the Respondent

Thank you for taking part in this survey and taking time to complete this questionnaire.

1. We need your opinions to understand how effective the current levels of training and skills development of Crime Intelligence operatives are in meeting the challenges of Organised Crime within Kwa-Zulu Natal.
2. Although we would like you to help us, you do not have to take part in this survey.
3. If you do not want to take part, just hand in the blank questionnaire at the end of the survey session.
4. What you say in this questionnaire will remain private and confidential. No one will be able to trace your opinions back to you as a person.
5. Please ensure that you have filled in the whole questionnaire.

PLEASE REMEMBER:

1. Please answer the questions as truthfully as you can.
2. Do not put your name on this questionnaire.
3. Your answers are confidential and will be treated as such.
4. Please take your time and answer carefully.
5. You must mark each response by making a tick in the appropriate box.

Part 1: General Biographical Details

Please X the applicable box.

1. Your Gender group.

Male	Female
------	--------

2. Your Age group

20-25 years	26-30 years	31-35 years	36-40 years	41-45 years	> 45 years
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3. Your ethnic group

Indian	Black	Coloured	White	Jewish	Other
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4. Your highest educational qualification

Matric	Degree	Post Graduation	Diploma	Certification	Other
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5. How long have you been working in the Crime Intelligence Gathering environment.

1-5 years	6-10 years	11-15 years	16-20 years	21-25 years	> 25 years
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PART 2: Training of Intelligence Operatives

1. As an Intelligence handler/operative are you being trained, skilled and developed appropriately to carry out your line function.

Never	Sometimes	Occasionally	Always	Surpass Expectation
-------	-----------	--------------	--------	---------------------

2. Are you being trained, skilled and developed according to a Developmental Plan that is in line with the objectives of Crime Intelligence.

Yes	No	Don't know
-----	----	------------

3. Have you undergone any training or skills development in the past 12 months?

Yes	No	Don't know
-----	----	------------

4. As an Intelligence handler would you agree that the skills/knowledge you presently have, adequately equips you in addressing the priority crimes namely; fire/arms, drug related crimes, house breaking, multi dimensional organized crime and crimes against the state?

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
-------------------	----------	---------	-------	----------------

5. Have the training sessions that you have attended in the Crime Intelligence environment been beneficial to you?

Never	Sometimes	Occasionally	Always	Surpass Expectation
-------	-----------	--------------	--------	---------------------

6. Does the training assist YOU in completing your specified job description as a handler/operative?

Never	Sometimes	Occasionally	Always	Surpass Expectation
-------	-----------	--------------	--------	---------------------

7. On completion of a specified training course, have you been allocated a mentor to assist you?

Never	Sometimes	Occasionally	Always	Surpass Expectation
-------	-----------	--------------	--------	---------------------

8. To what extent would you agree that analyst training would be beneficial to an intelligence handler/operative.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
-------------------	----------	---------	-------	----------------

9. Do you have difficulty applying the theoretical knowledge that you receive when you return to your office?

Yes	No
-----	----

10. Do you think being Computer literate is an important skill that handlers/operatives should possess within the gathering component?

Yes	No
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11. To what extent would you agree that handlers/operatives should be rotated within the Crime Intelligence environment to have them developed holistically?

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
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12. How would you rate the training courses attended within the Crime Intelligence Gathering environment?

Very poor	Poor	Fair	Good	Very good
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13. What is your opinion of trainers that are utilized to train Crime Intelligence personnel with respect to their experience and knowledge of the subject matter?

Very poor	Poor	Fair	Good	Very good
-----------	------	------	------	-----------

14. During the last 12 months have you thought about leaving Crime Intelligence?

Yes	No
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15. If yes, why were you thinking of leaving Crime Intelligence.

15.1 : No job satisfaction	Yes	No	Unsure
15.2 : Need for career development	Yes	No	Unsure
15.3 : No reward and recognition	Yes	No	Unsure
15.4 : Autocratic leadership style and poor communication	Yes	No	Unsure
15.5 : Not conducive work environment	Yes	No	Unsure

16. Do you think a computerized method (E-learning) of skilling , training and developing you as a handler/operative will be of benefit to you?

Yes	No	Don't know
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17. What in your opinion should future training entail? Please elaborate.

THANK YOU VERY MUCH FOR PARTICIPATING IN THIS RESEARCH PROJECT, YOUR PERSISTENCE AND PRECIOUS TIME, IS GREATLY APPRECIATED.

Appendix E

FOCUSED GROUP INTERVIEW

Introduction:

In attempting to understand whether the training and development of Intelligence operatives within the Intelligence Gathering unit is affective in meeting the challenges of organized crime within Kwa-Zulu Natal the researcher further undertook to carry out a focus group interview.

This enabled the researcher to gain useful information in a short period of time. According to Copper (2001) focus groups use group dynamic principals to focus or guide the group in an exchange of ideas, feelings, and experience on a specific topic.

Sample

The sample chosen consisted of intelligence operatives within the Gathering unit who indicated that they would not participate in the completion of the questionnaires. Cooper (2003) suggests that typically a focus group panel be made up of six to ten respondents. The sample consisted of nine participants operating within the Kwa-Zulu Natal Province. Only one focus group interview was conducted due to the reluctance of the other individuals to participate in the project.

Focus Group Questions

The questions of the focus group interview were as per the questions tested in the questionnaire.

Focus Group Recording

The focus group interview was held in the Crime Intelligence Gathering boardroom on the 19 May 2005. The duration of the interview was 120 minutes and was tape recorded on audio-tape.

Ethics

Due to the nature of the topic and sensitivity to senior management in the organisation the identity of participants of the group will not be disclosed in the study. Participants need to be

encouraged to keep confidential what they hear during the meeting and researchers have the responsibility to not divulge the sources of their data (www.soc.surrey.ac.uk).

There were no objections to the use of this instrument. The researcher also took notes during the interview.

The initial part of the interview was a few minutes of conversation between the researcher and the subjects, to build a rapport and to put the respondents at ease. This conversation included an explanation of the researcher's purpose, and an assurance of confidentiality.

The researcher was able to question and probe the subject directly, with the goal of developing a clearer understanding of whether the training initiatives being implemented by the department, was adequate and effective in developing the intelligence operatives to meet the challenges of organized crime.

Findings of the focus Group

The following findings were based on response from the questions posed to the focus group.

Question 1. As an intelligence handler/operative are you being trained, skilled and developed appropriately to carry out your line function.

70% of the participants indicated that they were not being skilled or trained frequently and the training sessions that they have undergone included "old/ outdated" methods of training. The respondents further indicated that training exercises were very theoretical and should include more interesting practical initiatives.

30 % of the participants did not comment.

Question 2. Are you being trained, skilled and developed according to a Developmental Plan that is line with the objectives of Crime Intelligence?

The participants indicated that when they have completed their developmental plan together with their supervisors, they have indicated that they would like to enhance and bridge certain gaps. This is noted in writing in the developmental document. However, they are often told that due to budgetary constraints they cannot be trained or developed further in those areas identified as gaps., but that the individuals that are new to the intelligence gathering

environment need to be developed first as a matter of priority before other training initiatives can be considered.

Question 3. Have you undergone any training or skills development in the past 12 months?

Only 30% of the respondents indicated that they had undergone training in the past 12 months due to the fact that they were relatively new to the intelligence environment. The remaining participants indicated that they had not attended any updated or new training initiatives due to them being in the Intelligence Gathering environment for a longer period of time. They further indicated that the training that the newly recruited operatives were attending was training courses that they had previously attended

Question 4. As an intelligence handler would you agree that the skills/ knowledge you presently have, adequately equips you in addressing the priority crimes namely; fire/arms, drug related crimes, housebreaking, multi dimensional organized crime and crimes against the state?

Majority of the participants responded that they did not think that the skills they presently had equipped them adequately to address priority crime. They further stated that they should be trained, skilled and developed with some of the specialized training that is set aside for the specialized units within the SAPS. An example that was mentioned was being trained in the identification of the various precursors that are utilized in the manufacture of illicit drugs. Operatives are not trained or skilled to identify these chemicals because these trainings and skill development initiatives are normally set aside for the individuals attached to the Organized Crime Unit of the SAPS.

Question 5. Have the training sessions that you have attended in the Crime Intelligence environment been beneficial to you?

A Majority of 60% of the respondents agreed that to a certain extent the training sessions have been beneficial to them however they did indicate that the department should consider sending operatives on training programs which include individuals from the other

intelligence fraternities externally as well as internally. 40% of the participants did not comment.

Question 6. Does the training assist you in completing your specified job description as a handler/operative?

The 70% of the participants indicated that the little training they had received has helped them in carry out their tasks as an intelligence operatives However they did indicate that the training curriculum could be improved.

Question 7. On completion of a specified training course, have you been allocated a mentor to assist you?

A total of 80% of the participants indicated that they have never been allocated a mentor. The participants further indicated that due to the nature of their jobs in that it is shrouded in secrecy, it was difficult to be mentored. A recommendation was made by the participants involved in the focus group interview that the Division establish a training department resourced with individuals responsible for this function which would have dedicated mentors who have been appropriately cleared to assist when and if it is required.

Question 8. To what extent would you agree that analyst training would be beneficial to an intelligence handler/operative?

An overwhelming 90% of the participants agreed that analyst training would be highly beneficial. They felt that it would assist in bridging the gaps that currently exist between the analyst and the operational personnel due to the intelligence operatives withholding information which is manifested throughout the “need to know culture” that engulfs intelligence work.

Question 9. Do you have difficulty applying the theoretical knowledge that you receive when you return to your office?

60% of the participants responded that they do have problems applying the knowledge that is gained during training due to the fact that the trainings are normally very theoretical and very

little practical exercise is carried out to ensure that they leave the training confident. The participants further indicated that if the training programmes did include any practical exercises, it was removed from the reality of a life-threatening situation. They further indicated that there is no system in place to assist operatives should they encounter problems and uncertainty in the field after the training is completed and they do find it difficult to access the necessary information or direction that is urgently required in the field.

Question 10. Do you think being computer literate is an important skill that handlers/operatives should possess within the Gathering environment.

A Total of 90% of the participants indicated that it is extremely important being computer literate due to the fast pace of technological advancement. They further stated that cyber crimes will become a crime that will need to receive more attention in the future and that intelligence operatives will have to be more than just computer literate to address the future crime trends. However 50% indicated that they were not adequately skilled in the computer.

Question 11. To what extent would you agree that handlers/operatives should be rotated within the Crime Intelligence environment to have them develop holistically?

A majority of 80% of respondents agreed that handlers should be rotated within the environment. However they indicated that it should be structured and not at the “whim and fancy” of supervisors. 20% of participants indicated that they did not agree with being rotated within the environment due to the fact that it will have an adverse effect on the individual due to the nature of the tasks that is performed by an intelligence operative.

Question 12. How would you rate the training courses attended within the Crime Intelligence Gathering environment?

A total of 60% of the respondents rated the training courses as being good and the other 40% rated it as being poor. The participants that rated it as being poor stated that the training of intelligence operatives is not taken seriously in that there is very little buy-in from management. They further indicated that if the training of intelligence operatives were seen in a serious light, personnel at grass-root levels would be given the opportunity to attend training

courses outside South Africa instead of individuals who sit within the National structures occupying an administration post being given these opportunities.

Question 13. What is your opinion of trainers that are utilized to train Crime Intelligence personnel with respect to their experience and knowledge of the subject matter?

90% of the participants were impressed with the trainers that are being utilized. However they indicated that there are just a handful of them and they are seen over and over again. The participants recommended that future trainings should include instructors from the other intelligence fraternity as well as from other departments within the SAPS that could share and impart their knowledge and experience.

Question 14 & 15. During the last 12 months have you thought about leaving Crime Intelligence? If yes, why were you thinking of leaving Crime Intelligence?

50% of the participants indicated that they had considered leaving the Crime Intelligence Gathering environment. Some of reasons they indicated are as follows: autocratic leadership, no rewards or recognition for risking their lives on a daily basis, no team effectiveness, very difficult terrain to perform in with very little guidance. The participants further stated that there was little room for promotion within the unit due to the ceiling which presently exists.

Question 16. Do you think a computerized method (E-learning) of skilling, training and developing you as a handler/operative will be of benefit to you?

The participants that participated in the focus group interview welcomed the idea of e-learning. 90% of the participants indicated that the department should include the computerized method of training to enhance the training initiatives that are presently carried out. They further indicated that e-learning concept of training will impact positively on having the much required information and direction available, when it is required.

Question 17. What in your opinion should future training entail? Please elaborate.

40% of the participants stated that future training and development programs should be held at a more professional level. They further indicated that intelligence operatives within the Crime Intelligence environment should be awarded the opportunity to study at the Intelligence Academy which is reserved for individuals from the National Intelligence Agency and South African Secret Service. The rest of the participants indicated that until the duties of Intelligence operatives are recognized to be of importance within the SAPS as a whole, all training initiatives will be of mediocre quality and receive very little attention. They further indicated that they recommend future training initiatives should be carried out in consultation with operatives who will indicate what type of training is required at grass root levels to have an impact on organized crime.

Appendix F

CORRELATION TESTS

Table 4.30

		sv1	sv4	sv5	sv6	sv7
sv1	Pearson Correlation	1	.411**	.637**	.607**	.276*
	Sig. (2-tailed)	.	.000	.000	.000	.022
	N	69	69	69	69	69
sv4	Pearson Correlation	.411**	1	.444**	.403**	.190
	Sig. (2-tailed)	.000	.	.000	.001	.118
	N	69	69	69	69	69
sv5	Pearson Correlation	.637**	.444**	1	.698**	.301*
	Sig. (2-tailed)	.000	.000	.	.000	.012
	N	69	69	69	69	69
sv6	Pearson Correlation	.607**	.403**	.698**	1	.288*
	Sig. (2-tailed)	.000	.001	.000	.	.016
	N	69	69	69	69	69
sv7	Pearson Correlation	.276*	.190	.301*	.288*	1
	Sig. (2-tailed)	.022	.118	.012	.016	.
	N	69	69	69	69	69

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

4.5.1.5 Interpretation

1. The statement “appropriate level of training and skills of operatives (SV1)” with statements “present skills adequate for addressing priority crimes (SV4)”, “have the training session been beneficial to you”(SV5), “does the training assist you in completing your job description” (SV6) and “have you been allocated a mentor (SV7)” has **p** values of 0.000, 0.000, 0.000 and 0.022. These **p** values are less than **0.05** and it indicates that “appropriate level of training and skills of operatives (SV1)” with “present skills adequate for addressing priority crimes (SV4)”, “have the training session been beneficial to you” (SV5), “does the training assist you in completing your job description” (SV6) and “have you been allocated a mentor (SV7) **have statistically significant correlation**. The + sign in front of “present skills adequate for addressing priority crimes (SV4)”, “have the training session been beneficial to

you”(SV5), “does the training assist you in completing your job description” (SV6) and “have you been allocated a mentor (SV7)” indicates positive correlation. Pearson product correlation coefficient r value 0.411, indicates medium correlation and 0.276 indicates of moderate correlation. Pearson product correlation coefficient r value 0.637 and 0.607 indicates of strong correlation.

2. The statement “present skills adequate for addressing priority crimes (SV4)” with statements “appropriate level of training and skills of operatives (SV1)”, “have the training session been beneficial to you”(SV5), “does the training assist you in completing your job description” (SV6), has p values of 0.000, 0.000 and 0.001, these p values are less than 0.05. This indicates these variables **have statistically significant correlation**. The + sign in front of “appropriate level of training and skills of operatives (SV1)”, “have the training session been beneficial to you”(SV5), “does the training assist you in completing your job description” (SV6), indicates positive correlation. Pearson product correlation coefficient r value of 0.411, 0.444 and 0.403 indicates medium correlation.
3. The statement “have the training session been beneficial to you (SV5)” with statements “appropriate level of training and skills of operatives (SV1)” “present skills adequate for addressing priority crimes (SV4)”, “does the training assist you in completing your job description (SV6)”and “have you been allocated a mentor (SV7)” has p values of 0.000, 0.000, 0.000 and 0.012. These p values are less than **0.05**. This indicates that “have the training session been beneficial to you (SV5)” with “appropriate level of training and skills of operatives (SV1)”, “present skills adequate for addressing priority crimes (SV4)”, “does the training assist you in completing your job description (SV6)”and “have you been allocated a mentor (SV7)” **have statistically significant correlation**. The + sign in front of “appropriate level of training and skills of operatives (SV1)”, “present skills adequate for addressing priority crimes (SV4)”, “does the training assist you in completing your job description (SV6)”and “have you been allocated a mentor (SV7)” indicates positive correlation. Pearson product correlation coefficient r value 0.637 and 0.698 indicates a strong correlation and 0.444 and 0.301 indicates of moderate correlation.
4. The statement “does the training assist you in completing your job description (SV6)”with statements “appropriate level of training and skills of operatives (SV1)”,

“present skills adequate for addressing priority crimes (SV4)”, “have the training session been beneficial to you (SV5)” and “have you been allocated a mentor (SV7)” has **p** values of 0.000, 0.001, 0.000 and 0.016, these **p** values are less than **0.05** and it indicates that “does the training assist you in completing your job description (SV6)” with “appropriate level of training and skills of operatives (SV1)”, “present skills adequate for addressing priority crimes (SV4)”, “have the training session been beneficial to you (SV5)” and “have you been allocated a mentor (SV7)” **have statistically significant correlation**. The + sign in front of “appropriate level of training and skills of operatives (SV1)”, “present skills adequate for addressing priority crimes (SV4)”, “have the training session been beneficial to you (SV5)” and “have you been allocated a mentor (SV7)” indicates positive correlation. Pearson product correlation coefficient **r** value 0.403 indicates of medium correlation and 0.288 indicates of moderate correlation. Pearson product correlation coefficient **r** value 0.607 and 0.698 indicates of strong correlation.

5. The statement “have you been allocated a mentor (SV7)” with statements “appropriate level of training and skills of operatives (SV1)”, “have the training session been beneficial to you (SV5)” and “does the training assist you in completing your job description (SV6)” has **p** values of 0.022, 0.012 and 0.016, these **p** values are less than **0.05**. **This** indicates that “have you been allocated a mentor (SV7)” with “appropriate level of training and skills of operatives (SV1)”, “have the training session been beneficial to you (SV5)” and “does the training assist you in completing your job description (SV6)” **have statistically significant correlation**. The + sign in front of “appropriate level of training and skills of operatives (SV1)”, “have the training session been beneficial to you (SV5)” and “does the training assist you in completing your job description (SV6)” indicates positive correlation. Pearson product correlation coefficient **r** value 0.301, indicates of medium correlation and 0.276 and 0.288 indicates of moderate correlation.

Table 4.31

Correlations

		sv8	sv11	sv12	sv13
sv8	Pearson Correlation	1	.230	.154	.097
	Sig. (2-tailed)	.	.058	.205	.426
	N	69	69	69	69
sv11	Pearson Correlation	.230	1	.127	.027
	Sig. (2-tailed)	.058	.	.297	.827
	N	69	69	69	69
sv12	Pearson Correlation	.154	.127	1	.553**
	Sig. (2-tailed)	.205	.297	.	.000
	N	69	69	69	69
sv13	Pearson Correlation	.097	.027	.553**	1
	Sig. (2-tailed)	.426	.827	.000	.
	N	69	69	69	69

** . Correlation is significant at the 0.01 level (2-tailed).

4.5.1.6 Interpretation

1. The statement “the benefits of analyst training” (SV8) with statements “rotation of intelligence operatives (SV11)”, “rating of training courses within the Crime Intelligence Gathering environment (SV12)” and “ your opinion of trainers (SV 13)” has p values of 0.058, 0.205 and 0.426, these p values are more than **0.05**. This indicates that “the benefits of analyst training” (SV8) with statements “rotation of intelligence operatives (SV11)”, “rating of training courses within the Crime Intelligence Gathering environment (SV12)” and “ your opinion of trainers (SV 13)” **does not have statistically significant correlation.**
2. The statement “rotation of intelligence operatives (SV11)” with statements “the benefits of analyst training” (SV8), “rating of training courses within the Crime Intelligence Gathering environment (SV12)” and “your opinion of trainers (SV 13)” has p values of 0.058, 0.297, and 0.827, these p values are more than **0.05**. This indicates that “the benefits of analyst training” (SV8), “rating of training courses within the Crime Intelligence Gathering environment (SV12)” and “your opinion of trainers (SV 13)” **does not have statistically significant correlation.**

3. The statement “rating of training courses within the Crime Intelligence Gathering environment (SV12)” with statement “your opinion of trainers (SV 13)” has p value of 0.000. The p values is less than **0.05 and** indicates that the statement “rating of training courses within the Crime Intelligence Gathering environment (SV12)” with statement “your opinion of trainers (SV 13)” **have statistically significant correlation.** The + sign in front “your opinion of trainers (SV 13)” indicates positive correlation. A Pearson product correlation coefficient r value 0.553 which indicates strong correlation.

4. The statement “your opinion of trainers (SV 13)” with statement “rating of training courses within the Crime Intelligence Gathering environment (SV12)” has p value of 0.000, the p value is less than **0.05 and** indicates the statement “your opinion of trainers (SV 13)” with statement “rating of training courses within the Crime Intelligence Gathering environment (SV12)” **have statistically significant correlation.** The + sign in front “rating of training courses within the Crime Intelligence Gathering environment (SV12)” indicates positive correlation. A Pearson product correlation coefficient r value 0.553 indicates of strong correlation.



RESEARCH OFFICE (GOVAN MBEKI CENTRE)
WESTVILLE CAMPUS
TELEPHONE NO.: 031 ~ 2603587
EMAIL : ximbap@ukzn.ac.za

15 NOVEMBER 2006

MS. N MARAIN (203517537)
GRADUATE SSCHOOL OF BUSINESS

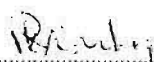
Dear Ms. Narain

ETHICAL CLEARANCE APPROVAL NUMBER: HSS/06675A

I wish to confirm that ethical clearance has been granted for the following project:

“Training of intelligence operatives within KwaZulu Natal”

Yours faithfully


.....
MS. PHUMELELE XIMBA
RESEARCH OFFICE

cc. Faculty Office (Cheralyn Terblanche)
→ cc. Supervisor (Pror. K Poovalingam)