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

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

A.   Keywords

Professional

Academic

Constructing identity

Workplace identity

Pedagogy

Trainers

Communities of practice

SAPS Academy

Qualitative research

Semi-structured interviews

B.   Abstract

This study set out to determine how trainers construct their professional identities in a changing work environment in a training academy of the South African Police Service (SAPS) in the context of a police-university partnership. The study differentiates between three professional identities (academic, police and trainer) and builds on the notion that the construction of professional identity is a conscious and dynamic process, which is formed in social contexts and settings where individuals participate in communities of practice or act on affordances to participate in organisational activities. Following a constructivist methodological approach, the study involved face-to-face interviews with trainers of the SAPS Academy and an analysis of police documents in the Academy. The study portrays trainers' professional identity construction as relational and ongoing. Trainers perceive their changing roles in the SAPS Academy as a form of progression in their professional identity where one aspires to become an academic as a form of achievement. While the SAPS Academy attempts toregulate the construction of professional identity through enforcement of policies, it strengthens police trainer identities rather than enabling the construction of the needed new academic identities. Trainers therefore have to navigate the tensions between the institutional culture and construction of professional identity. Trainers negotiate their professional identities when they become part of the trainer pool, where they join smaller communities of practice, and when they make use of affordances for learning and development. The practice of multi-skilling of trainers, an authoritarian institutional culture and challenges to academic freedom and autonomy hamper their attempts to construct academic identities at both institutional and disciplinary level. The study suggests that organisations need to understand how policies contribute to employees' construction of professional identities, particularly when new and unfamiliar professional identities are to be constructed. Development of higher academic qualifications is not enough. Workplaces need to apply organisational policies consistently and without ambiguity. A holistic approach should be followed when organisations embark on the construction of professional academic identities as employees construct professional identities through their lived

experiences. Finally, the study showed that workplaces should provide a suitable environment that would stimulate professional and academic identity construction.

C.   Declaration

I declare that this report entitled 'The reconstruction of the identity of police trainers in a changing work environment' is my own work, that has not been submitted for any degree or examination purposes at any university, and that the sources cited have been acknowledged.

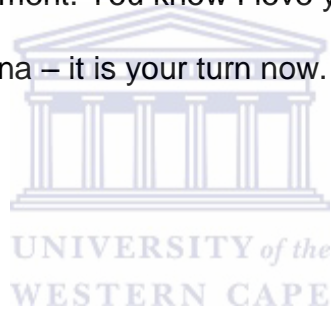Full name: Gerrit Jacobus Schwartz

Date: 13 September 2016

Signed: ....………………...........

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D.   Acknowledgements

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Chapter 1

The Research Question in Context

1.1   Introduction

While the construction of professional identity is not a new debate, little is known about how police trainers of the South African Police Service (SAPS) construct their professional identities in a militaristic police training environment during its transition into a tertiary education provider. The new police-university partnership will initially offer an undergraduate police science degree to South African police officers and later expand its offering to include post-graduate qualifications for police officers from South Africa and other cooperating African countries such as Sudan, Namibia and Zimbabwe.

The current changes within the SAPS Academy, to transform from a police training academy to a university, could pose challenges to trainers and other personnel to function effectively in developing police officers in a university setting while retaining their police culture. Trainers need to adapt to a new predominantly academic setting while being part of a militaristic culture. Trainers will have to develop their academic skills on their own. They have to use their own initiative to prepare for class, or to conduct independent research and to continue supporting their learners after normal office hours, show more collegiality and rely less on instruction to obtain cooperation among fellow trainers. Trainers will have to play different roles associated with an academic or university environment rather than following organisational policies, protocol, rules and materials. At the same time, they will still have to observe the SAPS hierarchy and conform to the militaristic culture – especially if they are still to play the roles of police officers as well as trainers.

However, not much is known about these trainers' professional identity or how they construct their professional identity. A better understanding of these

issues will shed light on any interventions that might be needed to inculcate a professional academic identity that is needed for a successful university – police partnership. The research question was formulated as: How do police trainers construct their professional identities in a changing education and work environment?

This study aimed to determine how trainers construct their professional identities in a changing working environment in a training academy of the South African Police Service (SAPS). The specific objective was:

- To ascertain how police trainers understand/perceive their professional identities at a SAPS Academy.
- To understand how police trainers construct their professional identities in a changing workplace.
- To uncover appropriate strategies of influencing professional identity development among police trainers.

A qualitative methodological approach was followed in the study during which interviews were held with seven trainers working at the SAPS Academy Paarl in the Western Cape Province. Interview data were supported by a document analysis of official SAPS documents such as minutes of meetings, filed correspondence and trainer generated documents such as job descriptions.

Insights were gained about the construction of professional identities of police trainers during the transition period of the SAPS Academy from a police training provider to a university partner that offers tertiary qualification. The report will show how police trainers tend to differentiate between being a trainer, instructor, teacher, educator and lecturer (academic) and describe themselves in terms of the professional identity they relate to most. Trainers see the trainer role as having higher status than that of an 'ordinary' police officer at the SAPS Academy and perceive their changing roles in the SAPS Academy as a form of progression in their professional identity where one aspires to become an academic as a form of achievement. The study shows that while SAPS policies could be used to regulate the construction of professional identities, it is really the trainers' enactment of organisational

policies together with their other professional roles in the SAPS Academy that contribute to the construction of professional identities. The study further highlights how trainers construct their professional police and trainer identities by making use of affordances for learning in the workplace. Trainers shape their identities in the profession that they concurrently and continuously contribute to.

The research paper is presented in five chapters. Chapter 1 offers the research question and aim of the study. Chapter 2 discusses the literature review while the research methodology is discussed in Chapter 3. The results of the study are presented in Chapter 4. Chapter 5 provides the findings and recommendations of the paper.

1.2   Background

Various studies have been conducted about the SAPS in recent years. Mofomme (2004) studied the quality of customer service in the North Rand Police Service and concluded that police officers do not deliver good service because they stick to the old ways of doing things. Some local organisational change studies (see Marks 2003; Kiley 1997; McNeil 1995) provided insights into the 'Cop Culture' and why change initiatives such as the move towards community-oriented policing and less militarised actions, fail. However, these studies could not produce sufficient knowledge of individual experiences in SAPS and why its members do not change. Schwartz (2004) found that police officers do not change their attitudes towards clients even when they do improve their knowledge of client service. Schwartz, Schurink and Stanz (2007:38-47) continued to study how frontline police officers construct their level of client service and concluded that frontline police officers consciously and discretionarily determine the level of service delivery they are prepared to commit themselves to in response to their experiences of the application of internal police processes by their managers and supervisors. Negative personal experiences usually resulted in poor service rendered by frontline police officers. Schwartz et al (2007:45) subsequently recommended that leadership development should be taken seriously and that leaders'

interpretation and application of organisational policies should receive special attention in order to influence frontline police officers' conduct.

This latter issue is being dealt with by addressing client service strategies, quality management and policy analysis in the Executive Development Learning Programme (EDLP) of the SAPS, which is being presented at the SAPS Leadership and Management Academy in Paarl. This learning programme which is offered to senior police managers, together with the Junior Management Learning Programme (JMLP) offered to Captains and Majors and the Middle Management Learning Programme (MMLP) offered to Lieutenant-Colonels and Colonels is presented by trainers of the SAPS Academy. However, the level of service delivery is still not acceptable even though almost all senior police managers holding ranks of Brigadier and Major-General were trained. While the impact of the EDLP, MMLP and JMLP in the SAPS still has to be determined holistically, the organisation has in the meantime repositioned itself as an international provider of management and leadership development in African policing contexts. The SAPS has become increasingly involved in the development of the leadership of other police agencies in Africa, such as the recent development programme for twenty senior police officers of the Republic of South Sudan and Sudan (Nyalunga 2012a). The SAPS has subsequently reiterated its vision that the Management and Leadership Academy should become an internationally acclaimed Management and Leadership Academy (Nyalunga 2012b).

This Academy refers to a higher education institution in the form of a police-university partnership in which not only Police Degrees would be offered, but eventually also masters and doctoral level leadership qualifications for SAPS managers and senior police officers from other countries. The vision is still new and not much clarity has been provided in terms of structure or organisation of work. Nevertheless, the first students enrolled in 2014.

This change will bring about a new organisational structure for the Academy, which will include a new department for Professional Police Development to retain the police ethos among students. The university will not be open for the

general public, but police officers may enrol as either full time or part time students. These students will all be functional police officers who have been appointed in terms of the Police Service Act, 1995 (Act 68 of 1995).The existing Learner Support section will need to transform into a Student Bureau for Academic Affairs. Different faculties such as a Faculty of Police Science will be established to ensure the appropriate standard of academic development of students.

The anticipated change will however not only affect the SAPS Academy as an institution, but also demand adaptation on individual level (Nyalunga 2012b). Police trainers will therefore have to improve their academic standing in terms of their level of qualifications and in their pedagogical approach. Police trainers might have to be drill instructors for a group of police officers at the SAPS Academy at one particular moment and a lecturer at the very same SAPS Academy, for the same group of police officers who will be regarded as students, moments later. The nature and content of the training place different demands on police trainers and their emerging professional identities. Drill instruction is part of the militaristic culture and requires a strict instructor role as compared to content provided through lecturing which requires a different role. The role of the police trainer in the development of police officers who will become the future SAPS leaders in the organisation is therefore of critical importance. Moreover, the role of such police trainers as change agents is vital for workplace learning.

This adaptation to the changing role of police trainers to becoming lecturers in a police-university partnership has specific implications for the trainers of the SAPS Academy as it requires a new philosophy towards their clients, their learners. A definite move from small group facilitation to large group lecturing will have to be made for two reasons, namely to place the ownership for learning in the hands of the students and to accommodate the large number of learners enrolled for the degree programme who will be lectured by only a few police trainers. This requires a different pedagogy in which much more explanation is given on critical concepts in modules during lectures, supported by individual research on the topic by the learners. Lecturers will also have to

engage via electronic media to enable distance learning for police students all over South Africa. Police trainers will have to engage in research into their field of study to stay informed as lecturers.

In addition, an approach of better learner support to the new police students will have to be adopted, even though lectures will be provided to larger numbers of students in class. Students will have to be supported and treated differently than the current approach towards police officers attending leadership courses, in other words, less 'spoon feeding' of learning content. Students will have to conduct much more research which might demand more academic and professional development from police trainers. Police trainers' sense of their professional identity will most probably have to change.

To this end, Kotze (1994:48-50) warns that police officers generally tend to be unsupportive of change, because they see themselves as the guardians of the status quo. The trainers at the SAPS Academy are all trained police officers who have to follow strict rules and regulations of the SAPS. It is resultantly not easy for police trainers to change as they regard the prevailing work processes as part of the police culture that should be protected. Following organisational policies and protocol gives trainers a sense of unity and a set of rules that serve as a guide towards professionalism in the police training environment.

Therefore, in view of the vital role played by police trainers, an understanding of the trainers' construction of professional identity before and during change is necessitated. This study is therefore focused on the individual trainers of the SAPS Academy and explored the construction of identities of police trainers in this change of the establishment of a police – university partnership.

1.3   Rationale for the study in terms of context and contribution

The demand for better skills levels and competencies has changed the relationship between jobs and education (Brown & Lauder 2006:26) and a renewed focus has been placed on workplace learning (Marsick & Watkins

1999; Matthews 1999). In the SAPS, this has resulted in greater emphasis on the development of police trainers who play a major part in facilitating learning to leaders of the organisation. However, there is tension between management and trainer roles in the SAPS academy. Seniority and authority positions (hierarchical levels) that are particularly relevant in militaristic environments are argued to be not relevant to academic settings in which police trainers function. Even though police trainers are trained police officers, their main activities are more educational in nature. Following on the police-university partnership, the Academy will be regarded as an educational and academic environment rather than an operational police unit and police trainers will thus be viewed as academics, rather than police officers. On the other hand and adding to the tension, the SAPS has renewed its focus on retaining its police ethos within the Academy, possibly at the cost of the academic orientation. This is done to maintain the police trainers' operational readiness for deployment to emergency situations or national events such as working during elections should the need arise.

Previous studies have focused on themes such as the identity of a military organization as entity (Visser 2002:173) and police officers' responses to organizational change (Marks 2003:145). However, these studies do not address issues relating to workplace learning in changing work environments where tensions between police and trainer/academic identities exist. This study will try to address this gap in the literature.

Not much is known about the identity of police trainers at the SAPS Leadership Academy. Several studies have focused on client service rendered by the SAPS (Mofomme 2004; Schwartz 2004; Schwartz et al 2007) while others focused on organisational change in SAPS (Marks 2003; Kiley 1997; McNeil 1995). The construction of identity in police training settings is under-researched and no assumption can therefore be made that trainers indeed do support the move towards becoming part of a university, even if they are to be viewed more as academics than police officers who happen to work as trainers. This study intends to fill the gap in the literature on identity and the construction thereof in the SAPS, in particular the construction of

identity in a police education setting and will draw on studies of identity construction in academic settings (Caihong 2011; Collin 2009; Hotho 2008). Finally, this study may contribute to some extent to the body of knowledge on the construction of identity in a university -police partnerships formation.

1.4   Summary

This chapter explicated the research problem, the context of the research problem and the circumstances that lead to the research question. The objectives of the study were offered along with the anticipated value of the study.

The next chapter will offer a discussion on the relevant literature regarding the construction of identity.

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Chapter 2

Literature Review

2.1 Introduction

This study focuses on police trainers' construction of professional identities during the SAPS Academy's transition from a police training institution towards a police–university partner that offers tertiary qualifications.

The study mostly draws from the literature on adult education and socio-cultural perspectives to explore the constructs of professional identities (Hotho 2008; Caihong 2011; Robinson, Anning & Frost 2005; Robinson *et al* 2005; Wenger 1998; Blåka and Filstad 2007; Billett's 1994, 2001) and academic identities (Caihong 2011; Jawitz 2009; Calvert, Lewis and Spindler 2011; Billet 2004; Steele 2008; Billot 2010; Nair 2010). This review is followed by a discussion of identity in the context of the SAPS.

The literature on identity strongly suggests that identity construction is not a once off stationary event, but a very complex process that involves various aspects in our lives (Chappell et al 2003:15). Identity is argued to be the product of our conscious action and the outcomes of self-reflection more than a set of given or inherited characteristics (Melucci, 1996:31 in Stokes & Wyn 2007:500). Identity is also more relational than fixed and is defined by the difference between ourselves and others. Identity therefore has "meaning within a chain of relationships, i.e. there is no fixed point of reference for 'an identity" (Watson 2006:509; Michael 1996 in Blåka & Filstad 2007:61).

Chappell et al (2000:1) explain that our identities will be shaped at different levels - micro, meso and macro levels. At micro level our identities are shaped by our own assumptions and our own autobiographies, while at meso level, our identities change and alter depending on our relationships including those at our workplace. Finally, at macro level, our workplace identities can be regarded as one among several identities which is highly dependent on all

other aspects of our lives, both inside and outside of the workplace. Our workplace identity is therefore dependent on our activities and relationships. This view approaches workplace identity and the construction thereof as a process within a bigger life that we find ourselves in.

In this study, workplace identity will be explored in relation to professional identities and academic identities as separate identities. The primary job that we do is regarded as the professional identity while the teaching identity will be regarded as the academic identity. These two identities are discussed in the next paragraphs.

Professional identity

Hotho (2008:729) argues that professional identity is but one of several social identities of an individual and that socialisation into a professional community provides a sense of stability and belonging. Socialisation into a professional identity also encompasses the values of the professional community and it reduces ambiguity. Moreover, professional identity fulfils the need for status. Individuals will thus easily be drawn into groups that enjoy professional status in the social or work environment. Caihong (2011:6) supports the idea that professional identity development is an ongoing process of interpreting oneself as a certain kind of person and being recognised as such in a specific context. Caihong (2011:6) argues further that for teachers, the shaping of professional identity is a process of interaction between their life histories and institutional ethos. Caihong (2011:6) also argues that teachers' professional identities for instance consist of several sub-identities that develop over time. Such identities can relate to where teachers are from as a product of a university or city, or to where they work as a representative of the university or faculty, or to what they do, for instance identifying with being a biologist.

Individuals often construct their professional identities in shared practices and learn within multi-professional teams such as when professionals from different institutions work together towards a common goal. However, the level of engagement and level of professional identity construction in such

shared practices depends on the mutual recognition of such professional identities. Robinson, Anning & Frost (2005:184) found for instance that when multi-agency teams consisting of teachers, social workers and other professionals worked together, the team members reshaped their professional identities. However, when team members had to adopt new roles and responsibilities and work towards blurring boundaries of responsibilities, they experienced tension and uncertainty about their professionalism. Professional identity is thus reworked when individuals move between communities such as between particular sections within the workplace (Robinson *et al* 2005:189; Wenger 1998a:158-159).

The construction of identity is a relational process that happens over time (Wenger 1998b:83). Caihong (2011:6) also argues that identity construction is fluid and relational and develops over time. Similarly, the construction of newcomers' identity in the workplace happens over time and involves active participation and engagement with others to understand and master work practices and norms associated with the profession. Blåka and Filstad (2007:65) who applied a socio-cultural approach in their study, posit that newcomers enter the workplace with a pre-existing identity and construct their new professional identities in the process of becoming insiders and when they can 'pick up' detail such as culture and language from their colleagues. Newcomers will for instance not only learn the formal part of the practice, but will be more successful at work when they also engage in informal relations and participate in informal communities of practice (Blåka & Filstad 2007:68). New professional identities are constructed during a process of socialization into the workplace where they learn the work practices and norms of that specific community of practice. The process of constructing a professional identity involves a 'mutual process between individual disposition (pre - existing identity) and the work structure' (Blåka & Filstad 2007:59).

Similarly, Billett's (1994, 2001:19) approach, also within a socio-cultural perspective, identifies the importance of examining both learning affordances available in the workplace as well as how individuals choose to engage with

such affordances. Through the interaction or inter-relation of these two, individuals learn and transform their own identities as well as work practices in which they are participating. However, the nature of participation and workplace learning depends on the extent to which individuals have the opportunity to participate in activities and interact with colleagues at work. The level of individuals' engagement in available learning opportunities is important, because these would influence how individuals learn and what they learn (Billett 1994, 2001). Constructing a professional identity is thus not an automatic occurrence.

Professional identities are shaped and reshaped in the process of negotiating and balancing between personal beliefs and the rules in the organisation (Caihong 2011:3). Caihong's (2011:7) argument is based on the findings of Goa *et al* (2005) that individuals can go through six types of self-identity changes that affect their professional identity construction due to the individuals' set of behavioural norms, beliefs and cultural values. These are self-confidence changes, subtractive changes, additive changes, productive changes, split changes and zero changes[1]. However, these personal changes together with individuals' perception of themselves as members of professional groups, conforming to its own norms and rules, construct their professional identity (Caihong 2011:7). Hotho (2008:724) argues that it is the knowledge domain, rules, norms and conventions which socialize individuals into professions and which differentiate the profession from other groups. Individuals will thus construct their professional identities when they negotiate their way into becoming part of a professional group. Hotho (2008:729) argues further that the profession as an institution provides the scripts from which individual professionals construct their daily practice.

Professional identities are thus being shaped as an ongoing process during social interaction in communities of practice while organisational policies play a vital role in the way in which professionals shape their identities (Blåka & Filstad 2007:61; Hotho 2008:728). It is at this junction of self-development,

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[1] While these changes may be relevant to trainers in this study, it has not been explored.

practice-based affiliations and institutional associations that professional identities are formed. It is formed through experiences and the expression of ideas of self and one's field, one's community of practice, in shared public or professional spaces (Higgs, Barnett, Billett, Hutchings & Trede 2012:31).

Academic identity

Caihong (2011:6) draws from Taylor's (1999:41-42) research on university teachers' academic life which suggests that academic identity is constructed on three levels - the site of one's work, the discipline of one's work and universal signs of "being an academic". The first level entails the relationships with the employer and work, as well as the type of institution and work in which they are involved. The second level of identity entails the identification with an academic discipline. Lastly, the third level refers to the image of the academic identity that centres on "academic autonomy" and "academic freedom". Caihong (2011:6) subsequently argued that professional identities of university English Foreign Language (EFL) teachers are indeed shaped at both institutional and disciplinary level. Institutional level refers to development within the culture of the organisation as social setting and disciplinary level refers to constructing a professional identity while developing within one's field of expertise.

Jawitz (2009:242) uses both the individual and broader structural aspects to conceptualise academic identity and argues that academic identity is distinctively individual and embedded in the communities that are of primary importance to the individual. To this end, both the discipline and the institution play important roles in the construction of academic identity. While belonging to a disciplinary community stimulates a sense of identity and personal commitment, the discipline provides the context within which academics construct their identities, values and knowledge base of their work, their self-esteem and modes of work (Henkel 2000:22 in Jawitz 2009:242). The relationship between teaching and research within the discipline also influences the nature of academic work and thus an individual's academic identity. Jawitz (2009:242) explains that research is viewed as the real

academic work that involves engagement with the academic community while teaching is characterized as an individual and private affair.

Calvert, Lewis and Spindler (2011:31) considered both teaching and research within a discipline to explicate what it means to be an academic. They have been able to identify five common strands of professionalism that academics draw from to construct their professional identity. These are
- service to students that encompasses both support for their academic progress and for their general welfare;
- collegiality and support for colleagues;
- high standards of performance, particularly in relation to teaching;
- commitment, evidenced through hard work and willingness to put the job first;
- scholarship and being up to date with one's academic discipline.

The identity of academics is however not only constructed on individual level, but also on practice (profession) level as individual professionals use and rewrite scripts of their profession and draw upon new scripts when they engage with change in the environment. These scripts, or frames of reference and shared knowledge of a particular group, are socially grounded and represent the interpretive schemes that individuals use to make sense of events and actions. Professional scripts are drawn from individuals' knowledge and socialization into the profession, education and training and continued re-enactment of rules, power hierarchies and norms of the profession. Individuals are thus actively contributing to the changing identity of their profession too (Hotho 2008: 736).

Such socialization of individuals into the profession often rests on the activities of a community of practice and how newcomers engage in such activities (Wenger 1998b:100). Lave and Wenger (1991:93) argued that individuals learn in relation to other individuals in a community. To this end, Warhurst (2006:114) explicates that membership of a community is an intrinsic condition for learning and that learning will be both incidental and inevitable due to participation in the distinctive practice of that specific

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community. Warhurst (2006:114) further denotes that belonging to a practice community enables learners to construct the meaning that underpins practice and facilitates a process of meaning-making through shared language. Wenger (1998b:83) explains that there are three dimensions which form the makeup of a community of practice; firstly, the joint enterprise as understood and continually renegotiated by its members, secondly, the relationships of mutual engagement that bind the members together in a social entity, and thirdly, the capability that it has produced over time, such as routines and vocabulary. Such communities of practice therefore develop around things that matter to people. In other words, the community's practice indicates what the community members regard as important (Wenger, 1998:83,156). It is clear that the practices of the Community of Practice set the norms and rules and the way of doing things. As individuals engage in such community's practices and become part of the community, they develop their professional identities in line with what is accepted by the community of practice.

Jawitz (2009:249) explains that academic practice within a discipline is not homogenous and there could be tensions present between communities of practice within a discipline. In Jawitz' (2009) study, academic identity formation was shaped by the dominant role of the professional community of practice and the tensions arising from competing commitments to the development of teaching, research and professional practice.

The tension in academic identity construction, which has an effect on how individuals construct their identities, could be due to personal agency and the way in which individuals participate in the workplace (Billet 2004:119). Steele (2008:39-2) on the other hand, argue that predispositions that individuals may bring into the workplace, combined with organizational barriers hidden in its processes and systems, do not integrate well with the construction of professional's identity or professional role played in the organisation. Steele (2008:29-2) explicates that only the aspects that align well with individuals' professional identity will be learned willingly and actively and as a result will only strengthen the professional identity that the individual deems to be professional. To this end, disciplinary "ways of being", referring to individuals'

choices and attitudes towards specific professional disciplines or practices, will have a powerful influence on the choices and approaches that professionals make about their development and identity construction (Hoskin & Anderson-Gough 2004:71 in Steele 2008:39-2).

As mentioned earlier, an individual's image of the academic identity, which centres on "academic autonomy" and "academic freedom", impacts on his or her academic identity (Caihong 2011:6). Traditionally, academics put a high value on collegiality, collaborative management and academic freedom (Billot 2010:712). However, the construction of academic identity contains a degree of inertia when it centres on the values of academic freedom, especially when it is confronted by murky boundaries between academic and institutional identities (Billot 2010:709). The academic's sense of freedom is challenged by institutional traditions, which demand ideological engagement and support for managerial priorities. Academics respond to these challenges by negotiating their roles and responsibilities in the site of practice and thus forge their academic identities and identities as researchers in changing academic settings (Billot 2010:713). Harris (2005 in Billot 2010:713) adds that the autonomy of the academic also changes as education and research become more marketised.

It is clear that the construction of academic identity can be influenced by the organisation, especially when academics face organisational pressures to mould their identities to fit normative expectations (Thompson & McHugh 1995 in Nair 2010:8). However, the heterogeneity of academic staff hinders the development of a cohesive organisational identity (Silver 2003 in Billot 2011:713). The construction of the identity of individuals has to be understood in the light of the organizational identity as this relates to the first level of academic identity construction as explained by Nair (2010:8). To this end, organizational identification can be described as the perception of oneness or belongingness to the organization as site of one's work (Ashforth & Mael 1989:21 in Nair 2010:9). Organizational identity has been defined by Albert and Whetten (1985 in Nair 2010:9) to be that which is taken to be central by organizational members, that which is perceived by members to be an

enduring or continuing feature and that which makes the organization distinctive from other organizations. The regulation of employee identities can serve as a potent yet less obvious form of organizational control Nair (2010:6).

Nair (2010:12) explicates various modes through which the identity of individuals in an organization can be regulated. These modes are

- defining the person directly;
- defining the person by defining others;
- specifying a vocabulary of motives, that could include goals, mission, etc.;
- explicating morals and values;
- defining knowledge and skill requirements;
- group categorisation and affiliation;
- securing and locating individuals in a hierarchical location and identification with forms of this such as position, title, etc.;
- defining a set of rules of the game, such as the behaviour of professionals; and
- by defining the context such as the market, industry, knowledge worker, etc.

While Nair (2010:12) explicates the regulation of work identities as a deliberate intervention by the organisation, she also cautions that individuals differ in how they respond to attempts to control and regulate identity construction in organisations. As indicated above, others have argued that constructing a professional identity is not an automatic occurrence. Professional identities are shaped and reshaped in the process of negotiating and balancing between their personal beliefs and the rules in the organisation (Caihong 2011:18). Caihong's (2011:17-18) study involving EFL teachers who studied towards doctorate qualifications, established that most EFL teachers demonstrated multi-leveled, achievement-oriented and discipline-focused professional identities due to the influence that policy had on their identity changes. The positive identity changes were ascribed to the teachers' active

construction of their identities, experiencing a sense of competence and satisfaction with their knowledge and ability to do research, while less positive changes were ascribed to structural and organisation pressure. Nair (2010:14) agrees with this argument. She posits that most individuals resist identity regulation due to its undesirable use of control and questionable effectiveness as method of identity modulation.

Identity in the SAPS Academy context

This study focused on the construction of professional identities of trainers in the SAPS Academy in the context of a changing workplace. The study draws from the notion that identity is a relational and ongoing process and that the construction of academic identity can be influenced by the organisation, especially when academics face organisational pressures to mould their identities to fit normative expectations (Thompson & McHugh 1995 in Nair 2010:8).

Although police officers often 'protect the status quo' when they are faced with change in the organisation (Marks 2003), it is less likely for the Academy's trainers to do so because they will be exposed to new activities that are more academic in nature given the context of the transition of the SAPS academy to a university. Academy trainers may also encounter organisational pressure in the form of policies and operational instructions to construct new academic identities. As indicated earlier, there are distinct professional cultures in the police setting and a university. Trainers have to navigate the tensions between these institutional cultures in their daily practices and in constructing their professional identities.

Change is not new to the Academy's trainers. Together they have gone through several organisational changes since the inception of South Africa as a democratic country. They have experienced the changes in the new South Africa as it manifested in the SAPS and in the subject matter that they teach. However, the level of their engagement and participation in these changes and other work activities influence the trainers' construction of identity as discussed. While trainers may construct their professional identities in the

shared practices in the Academy, they will also construct their academic identities due to influences of both the institution and the disciplines they are involved in. Trainers will also draw from the tension between the focus of the Academy and their academic identities to negotiate their roles and responsibilities in the process of shaping and reshaping their academic identities and identities as researchers (Billot 2010:709).

Nair (2010:6) argues that the regulation of employee identities can serve as a potent yet less obvious form of organizational control. While Nair (2010:12) explicates the regulation of work identities as a deliberate intervention by the organisation, she also cautions that constructing a professional identity is not an automatic occurrence and that individuals differ in how they respond to attempts to control and regulate identity construction in organisations. This study therefore explored trainers' participation and engagement in the changes in SAPS and other work activities which influence trainers' construction of identity.

Additional opportunities afforded to trainers to develop in their careers help shape their professional identity as such development is generally focused on the trainers' primary task of teaching and their profession as police trainers. The study draws from the notion that identity is a relational and ongoing process and that trainers' construction of identity will occur on different levels, institutional and disciplinary level, and will depend on the affordances to participate in workplace activities and the level of their engagement and participation in the workplace.

Professional identities can be shaped by organisations, but care must be taken how identity is regulated, influenced, and changed within work organizations as trainers' pre-dispositions may be in conflict with the values and norms of the SAPS Academy.

2.2   Summary

The construction of identity is a conscious and dynamic process in which we actively negotiate our individual identities. However, these identities are

formed in social contexts and settings where we participate in communities of practice. Again, this is a wilful act to accept or not to accept the group norms, culture and goals and to participate in group activities. Our involvement depends on our willingness to accept and act on the affordances to participate in organisational activities. Through these activities we shape our own professions and strengthen cultures.

Chapters four and five will explain how academic and professional identities are being shaped in the SAPS through various policies. These policies are not so clear in terms of what an academic in the SAPS should 'look' like. The following chapter presents the methodology of the study.

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Chapter 3

Methodology

3.1 Introduction

This chapter explicates the qualitative methodology used to collect and analyse data. A closer look at the population and research sample from which data were collected is offered. The ethical principles that guided the researcher are discussed and finally, the chapter offers the limitations and usefulness of the study.

3.2 Research Setting

The study was conducted at a SAPS Leadership Academy situated in the Western Cape Province. It is one of three SAPS training academies in the Western Cape. The other two academies, in Philippi and Bishop Lavis, are mainly involved in the basic police training of entry-level recruits. These basic training institutions are two of nine basic training academies. Their focus is to conduct the initial introductory and basic level training to student police Constables. New recruits have to undergo a year of basic training and a year of on-the-job field training under supervision of a field trainer. Later, with at least three years of unsupervised operational police experience, these Constables may apply to start their undergraduate degree at the Leadership Academy in Paarl.

SAPS has several other in-service training centres that cater for specific needs of police officers in the organisation. Young police officers may therefore be developed in police specific training at any of these training academies. The academy in Benoni on the East Rand specialises in vehicle driver training and mechanic apprentice training. The academy in Rietondale in Pretoria is known for its computer systems training, while Roodeplaat specialises in dog and dog handlers training. Hammanskraal is the detective training academy.

However, SAPS Academy Paarl is one of only two SAPS leadership academies in South Africa. The other academy is situated in Thabong, in Welkom in the Free State Province.

Police officers who are selected to continue their education in policing may enrol for the University of South Africa (UNISA) Bachelor of Police Science degree, which is presented at SAPS Academy Paarl in partnership with UNISA. Although the university partner offers the programme to the public, SAPS members who continue their undergraduate studies at the SAPS Academy receive face-to-face tuition from qualified SAPS tutors. It is expected from these police trainers who act as tutors to improve their education qualification, to develop their skills to be equal to academics of public universities.

However, police officers (the students) who are educated at SAPS Academy Paarl also get development in police related modules such as policing and international relations and protocol that are aimed at professionalising the police. These modules are presented by ordinary police trainers of a newly established section in the Academy, called the Department for Professional Police Development. It is the combination of the university degree and the professional police modules that make the undergraduate degree offered at Paarl unique. These trainers do not have to become academics as they have to ensure that the police culture and ethos are maintained.

The police-university partnership is part of a seven year strategy to transform the SAPS Academy into an autonomous university or at the very least, a satellite campus of UNISA. In addition, the UNISA School of Business Leadership joined hands with the SAPS Academy to develop leadership programmes specific to the Safety and Security sector. SAPS trainers are also involved in the teaching of these short learning programmes such as the Safety and Security Executive Development Programme. Part of this strategy is to develop SAPS trainers to become university academics who are able to engage in all scholarly activities such as hosting and participating in debates, seminars, community engagement projects and research. It is clear that police

trainers working at SAPS Academy Paarl have to reconstruct their trainer identities to that of academics. This requirement is not applicable to any other police training academy.

This study is thus focusing in the leadership academy in Paarl, namely SAPS Academy Paarl. All participants in the study have been selected from the population working at this academy.

3.3   Research Methodology

A closer look at the characteristics of qualitative and quantitative studies is necessary in order to assess the suitability of the research approach proposed for this study.

Quantitative research is generally more positivistic in nature and relies on measurements as objective facts (de Vos et al 2011:89). Qualitative research on the other hand usually entails the understanding of how social reality is constructed and cultural meaning attached. The focus is on interactive processes and events (de Vos et al 2011:89). Schurink (2005) explains that there are four principal features that distinguish qualitative research from quantitative research and they are found in the description of data, process, context and holism, and flexibility of the design. To this end, Swanson and Holton (1997:94) point out that "…qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them".

Following the argument of Swanson and Holton (1997:94) this study follows a qualitative approach. The research explores perspectives of police trainers in their natural setting (the SAPS Leadership Academy) as they attempt to make sense of their changing roles in the context of the police university partnership and the construction of their identities as academics. The setting is well-known to me. Being familiar with the setting is an advantage to researchers (Rist 2000). Knowledge of the setting assisted me to explore what police trainers draw from when they construct their professional identities in the workplace.

3.4   Research Design

Qualitative researchers may apply various qualitative research strategies such as ethnography, phenomenology, ethnomethodology, the biographical method, the historical method, applied and action research, symbolic interactionism, grounded theory and secondary analysis (Denzin & Lincoln 1994:202 – 208).

A phenomenological approach was followed in this study, similar to the phenomenological study on the integration of religious and professional identities in public institutions of higher education (Craft, Foubert & Lane 2011:92). Phenomenological studies attempt to gain an understanding of subjects' experiences from their own perspectives.   They provide a description of human experiences from the expressions of subjects who gained meaning from the phenomenon being studied. The researcher therefore draws meaning from data without any prescriptive inputs in order to understand people (de Vos et al 2011:8, 297). Similarly Babbie and Mouton (2001:28) maintain that all human beings are engaged in the process of making sense of their worlds and therefore continuously interpret, create, give meaning, define, justify and rationalise daily actions.

Strommen and Lincoln (1992:467) argued that the appropriate ontological stance to conduct studies on learning in education environments should be constructivism as it is "a theory of cognitive growth and learning that has gained many adherents in recent years (Forman & Pufall, 1988; Newman, Griffin, and Cole, 1989; Piaget, 1973; Resnick, 1989; Vygotsky, 1978)".

To this end, I describe what the construction of identity of police trainers consists of by describing which concepts and experiences they use to give form and meaning to their professional identities and how they construct their professional identities in a changing work environment.

3.5   Data Collection

De Vos et al (2011:328) explain that qualitative researchers frequently apply three main methods to collect data namely participant observation, interviews

and document analysis/secondary analysis. In this study, data collection involved two methods – document analysis and semi-structured interviews. Participant observation was not considered due to the fact that the population in the study became aware that the researcher proposed a study on the construction of trainers' professional identities in the SAPS Academy. This posed a threat to the objectivity of researcher's observations as actors in the population might have altered their behaviour, knowing that they are being observed. In terms of reliability and validity, the events that are being observed are most likely not ones that will repeat itself and can therefore not be tested (de Vos et al 2011:331). Furthermore, the study forms part of my academic studies and as such required research of limited scope.

Document Analysis

Firstly, an analysis was done of the SAPS ETD policy. Trainers' jobs are restricted to preparing for class, facilitation of learning and assessment of competence afterwards. Their actions are guided by the SAPS ETD policy (Education, Training and Development Provisioning Practice Guidelines in the SAPS 2010). The intention in analyzing this policy was to gain an understanding of the pedagogies which police trainers are expected to apply and to gain some sense of what is regarded by the SAPS as professional practice and acceptable academic standard.

An analysis of police correspondence and minutes of trainer pool meetings was undertaken to understand how police trainers are informed of change in the workplace and how they react to such information in constructing their professional identity. These documents are not confidential in any way and an analysis of these documents shed light on whether police trainers' responses to changing requirements in the transition from their roles as trainers   to academics and   how they responded to these changing requirements The analysis was done using four questions which had been developed after an initial literature study [Attachment A].

The questions were phrased as:

1. How do official documents (policies and instructions) influence the reconstruction of professional or academic identities of police trainers?

2. In which way does internal police communication (instruction, letters, monitoring reports) influence the reconstruction of professional and academic identities?

3. In which way does internal communication of police trainers (personnel meetings, trainer pool meetings) influence the reconstruction of professional and academic identities?

4. How do police trainers express their professional identities in documents generated by themselves? (lesson plans and other police correspondence)

The questions were formulated to firstly explore the ways in which the SAPS, as an organisation, influence the construction of professional identities of its police trainers through policies, rules and organisational interventions. Nair (2010:12) argues that the identity of individuals in an organization can be regulated by means of setting the rules, morals and values of the organisation. Secondly, the questions were used to analyse police correspondence and trainer pool meetings and to explore trainers' reactions to organisational interventions as police officers often 'protect the status quo' when they are faced with change in the organisation (Marks 2003). The question also attempted to determine whether SAPS refers to the professional strands that academics draw from in its internal communication (Calvert, Lewis & Spindler 2011:31). Thirdly, by analyzing (the changes in) the internal communication of police trainers I wanted to determine what trainers refer to as the guiding principle or instruction when they communicate in the academy. Lastly, taking note of Caihong's argument (2011:6) that professional identities are shaped while negotiating and balancing personal beliefs and the rules in the organisation, I wanted to determine how police trainers construct their professional identity by studying the documents that they construct themselves (such as their own job descriptions) to see whether or not it contained phrases or concepts that are associated with academic roles.

The four questions constituted the instrument with which official documents were analyzed. A textual analysis which is a process of analysing documents qualitatively, was applied to interpret the meaning of and role that documents

play in the construction of professional and academic identities of trainers. The focus is on what the document or content in the document tells about the construct under investigation, rather than the number of times a particular key word or phrase may occur in the document. However, only those documents that were found in the SAPS Academy at the time of the study were analyzed as those were the official documents at the disposal of the trainers of the Academy. The combination of techniques to analyse documents are often the best way of analysis (de Vos et al 2011:381). Document analysis is a relatively low cost method of getting access to data from a wide variety of topics and finding data which otherwise might have been inaccessible such as when a respondent is not available to the researcher anymore. Documents often contain confessions which are not revealed during interviews and provide access to data that cover many years. However, documents may also be incomplete or bias which leaves the researcher with no option than to explore the construct through other means. Documents may also not be readily available, especially when it is locked away in archives. While access to documents may lead to vast amounts of data, such data may also be of questionable origin, be in poor quality or cannot be compared due to lack of standardized formats. The ease of access to police documents made it attractive to opt for a document analysis. However, during data collection, it proved challenging as not all the relevant policies could be found at the Academy at the time. Secondly, even when documents were found in files used by the trainers, it could not clearly be established what it was used for and if it was used. Many documents appeared to have been filed without being read.

Semi-structured interviews

Secondly, semi-structured interviews were conducted with individual police trainers. The trainer pool of the SAPS Academy constituted the population in this study. The population refers to the whole scope of possible subjects that can be used in researching a topic (de Vos et al 2011: 222, 391). The pool of trainers consists of 40 police officers between the ranks of Warrant Officer and Lieutenant Colonel. The research sample refers to a selection of participants in a population that best represents the views and opinions of the

population. The sample size is of lesser importance in qualitative research. Purposive sampling, a non-probability sampling method also referred to as judgemental sampling in which participants are carefully selected (Bryman 2012:418) was applied during which at least 7 participants (police trainers of the Academy) were specifically selected and approached to share their experiences and opinions. Purposive sampling was suitable for this study as the sample was selected because of characteristics that best served the research. These were that trainers had to be long enough in the SAPS to understand its culture, had to have at least 10 years of experience as trainers in police and management programmes, have experienced change in the police service as a trainer and also should have been studying towards a tertiary education qualification or obtained such university qualification. In addition, I made a deliberate attempt to include all racial groups represented at the SAPS Academy and both males and females to obtain a more comprehensive view during data collection. Trainers who met these criteria were in a position to comment on their professional experiences in the police training Academy and their perceptions about their identities in the planned police–university environment. In the end, my participants included trainers who held equal and lower ranks. Three participants were Lieutenant Colonels, two were Captains and two Warrant Officers. Racial representation was as follows: Two white trainers, two brown (formally referred to as Coloured) and three African. In terms of gender, the sample consisted of three females and four males.

Interviews were guided by open-ended questions [Attachment B] focusing specifically on how police trainers view themselves in their professional capacity, how they construct their identities in the changing environment and what they think is best for their profession (however they see themselves). In qualitative research, semi-structured interviews with open-ended questions are often used as they provide a structure for posing questions to interviewees while allowing flexibility for following up significant replies (Swanson & Holton 2005).

Particular attention was given to how individual trainers responded to different situations, rules and instructions, and how they interact with colleagues about current dynamics in their work environments. Care was taken to focus on what police trainers draw from when they construct their professional identities and how they perceive their professional identities. Further, whether or not the SAPS Academy should intervene in this construction of a professional identity was left to the participants to suggest.

However, the existing literature was explored to establish the nature or characteristics of professional and academic identities and to explore ways in which organisations do create such identities. The literature has indicated that the construction of professional identities is a dynamic and relational process (Watson 2006:509; Wenger 1998a) and that this argument is stronger than earlier views that identity construction is static and results from 'othering'. When such instances of seeming 'othering' became clear, more probing was done to explore whether or not identity construction was a continuous process or a case of othering as explicated by Davies (2002:31). The same process was followed with other arguments in literature.

3.6   Access

Gaining access to data sources the Academy's risk register or trainers' job descriptions was not hard since I have obtained permission from the Head: General Research and Curriculum Development of the Division: Human Resource Development of SAPS to conduct the study. I was also granted permission by the SAPS Academy Commander to conduct my study in the Academy. I am a trainer of the Academy but I work in a separate campus that focuses on executive leadership development and as such do not interact with all trainers on a daily basis.

Participants nevertheless found it easy to share their experiences and opinions with me. I found that the participants experienced a need to have their voices heard and their opinions to matter. Interviews were conducted in the participants' offices, the SAPS Academy library or the researcher's office depending on the participants' option. Interviews were conducted during

quieter times of the day when interruptions or disturbances were least likely to occur. Using open-ended questions allowed for as much dialogue as possible. However, participants had the interview schedule available before the start of the interviews to think about their responses and reduce interview time.

Finding documents that were generated by police trainers were also not that hard as they were quick to share the products that they had worked on or produced themselves. The more challenging part was to locate the trainer pool communication files. The files seemed to 'travel' in the academy and only surfaced again when I started enquiring about the existence of it. Eventually I found two files that I could analyse in the personnel room where the trainers meet.

3.7   Data Analysis and Interpretation

The data analysis process in this study entailed two steps. Firstly, the preparation and organising of data including aspects of planning for recording of data was done in the researcher's office. Official documents that could have influence over the construction of trainers' professional identities were identified and grouped according to the four questions that guided the document analysis. For instance, the Education, Training and Development policies were grouped and kept in a file that was marked for documents related to how official documents (policies and instructions) influence the reconstruction of professional or academic identities of police trainers. Minutes of meetings held by trainers were kept in a file relating to internal communication of police trainers. The same process was followed with all documents that were collected and analysed. Documents were studied and notes were made about the documents and their data. More notes were made as the analysis continued which enabled coding and the identification of certain recurring themes.

Secondly, the emerging themes found in the document analysis proved valuable as it, for instance, provided insights into signs of trainer resistance to the renewed emphasis on the police culture, which were explored during interviews with trainers.

Trainers' interviews were audio recorded and transcribed. The volumes of transcribed interview data were reduced by generating categories of data. Data categories were formed by scanning the texts and writing short notes and key words in the margin of the texts, and grouping the key words with more or less the same meaning together. For instance behaviour or comments about trainers who refuse to follow instruction from the commander were grouped together as 'signs of resistance'. Data with related meaning or interpretation were added to categories by using a form of coding that refers to specific texts. The unique coding system entailed the allocating alpha-numerical reference to key words or phrases by linking the category name and specific meaning of short notes or key words. For instance, a note on non-attendance of parades were coded 'Rp3,14' in which the 'R' referred to the category 'signs of Resistance' and the 'p' referred to 'parades', the '3,14' referred to participant 3 and the text is found in paragraph 14.

As all codes were captured on a computer by using Microsoft Office 2013 Excel spreadsheets, the sorting of data and the formation of categories or renaming of categories were fairly simple. In the example used above, the spreadsheet entry is reflected as category 'R – Signs of Resistance' in the first column and the key word code – 'p -not attending parades (3,14)' in the second column. Themes were therefore added as they emerged from the various sets of data that were collected through analysis of documents and semi-structured interviews. This step also involved testing the emergent understandings of the data, searching for alternative explanations, and interpreting the data (de Vos et al 2011:89).

Taking note of the importance of reliability and validity, I pilot tested my research instrument against members of the same population i.e. police trainers who did not form part of the study. Interview data were validated by asking interviewees to examine interview notes to confirm that their responses had been captured accurately. Triangulation, a process of applying different methods of data collection, helped to ensure correct interpretation of facts when data was found in police documents that related to interview data. The interpretation of data was also validated with other experts in the SAPS

Academy and in the organisation to test my interpretation of data against their understanding.

3.8   Demarcation, limitations and usefulness

Very few researchers collect data from a true representative sample and it was also not the intent to select a representative sample in this study or to generalise the findings to all SAPS trainers, but to rather to target police trainers that would best display the characteristics of the trainer pool of the SAPS Academy. Therefore more experienced trainers, who also experienced change in the SAPS, were selected. I also attempted to include all racial denominations and genders represented in the trainer pool.

The study provides insights of how police trainers construct their professional identities. Such insights may be useful for further research. The anticipated value of the study is positioned at practical level only due its limited scope. The study may assist the SAPS in finding ways to develop its trainer pool to become professional academics. This was the first study of its nature to be conducted in a SAPS training academy during a period of organisational change. The study therefore does not attempt to improve academic theory or methodologies, but merely to gain better insight into the ways of professional identity construction of police trainers while becoming academics.

In the police-university partnership, the police trainers are viewed as academics, rather than police officers, which bring about tension between management and trainer roles in the SAPS academy because of its renewed its focus on the police culture within the Academy. This study may therefore add to the existing literature on the construction of academic identities of police trainers in a period of transformation where the organisation is attempting to regulate and re-construct its trainers' professional identities as proposed by Nair (2010:17).

3.9.   Research Ethics

Plummer (2001:288) describes the general research ethical principles as principles of respect, recognition and tolerance for persons and their

differences, promoting the caring of others and promoting equality, fairness and justice, freedom and choice and minimizing harm.

Various sources were studied to ensure that the study meets acceptable ethical guidelines. The specifics of the ethical obligations as contained in the University Research Ethics Policy (University of the Western Cape 2009) and in particular with the commonly agreed standard of good practice, which was confirmed in the Declaration of Helsinki for ethics in research, were observed.
.

The Declaration of Helsinki emphasises the practice of beneficence which requires researchers to do positive good during their studies. It further stipulates the principle of non-maleficence to encourage researchers not to do any harm to their subjects or the environment where they conduct their research. Researchers are required to apply the principle of obtaining informed consent from subjects or respondents before conducting research. The agreed standard of good practice further includes the issues of confidentiality and anonymity and compels researchers to respect agreements about confidentiality and anonymity with participants. Finally, the Declaration of Helsinki dictates the principle of veracity which requires researchers to tell only the truth in their research.

The ethical research principles guided the study as described below:
Objectivity was achieved by not including participant observation as data collection method and by not letting undue emotions cloud the researcher's judgement during data collection, especially during interviews. The integrity of the study was protected by not offering the researcher's own opinions as data, fabricating data or wilfully excluding data from the study. No attempt was made to bribe anybody or deceive any person to participate in the study. The researcher reported truthfully. Participants of both equal and lower ranks were involved and they accepted that their participation was voluntary and that there was nothing to gain from participation as the researcher was a colleague who was not in a position to offer rewards or influence promotion in any way. They also knew that, due to his integrity, he would not do any favours in return for their participation. The seven participants were

approached separately to avoid any exposure of their identities in the study and this ensured that they had no insight into what other participants had said. All those approached accepted the invitation. Their contributions were honest and not meant to please the researcher or steer the study in any particular way. Participants were given the opportunity to verify the transcripts of the interviews and copies of the report will be made available to them to put their minds at ease that their contributions were used in the context of its meaning, without any misrepresentation.

Research data is stored safely and will be kept for a period of five years after assessment and publication in a protected and lockable cabinet to avoid contamination or loss of data.

The researcher accepts accountability to society in general, the South African Police Service and the University of the Western Cape to protect the integrity of both institutions and taking responsibility for own actions during and after the study. Classified information or information that was deemed confidential by participants was not included in the report. Approval to conduct the study at the SAPS Academy was obtained before commencing the study and a copy of the report will be submitted before publication of any sort can take place. Application for ethical clearance to conduct research at the University of the Western Cape was done by completing and submitting the University's SR1 application form. Data collection only started after receipt of the university's ethics clearance certificate (Attachment F).

The researcher obtained informed consent from participants by explaining the purpose of the study before starting the interviews. Participants were given the assurance that the study was purely for academic purposes and that their interviews will only be used for the research report and subsequent publication. I explained to participants that their participation was voluntary and that I will respect their decisions to withdraw from interviews at any time should they wish to do so. Participants signed the consent form (Attachment C) to confirm that they were informed. The agreement and consent was also audio recorded. As mentioned earlier, a copy of the interview transcript was

later given to each participant to show that their responses have been captured honestly and accurately. All participants were comfortable with the interview transcriptions and none of them wanted to withdraw from the study.

Protecting the integrity of the environment enjoyed highest priority. Care was taken not to disrupt the ongoing processes and activities of the SAPS Academy while collecting data. Files and documents that were used for data analysis were removed from the trainers' meeting venue during the day, but were replaced before their next meeting in order not to affect the trainer pool activities in any way.

The researcher was sensitive to participants' rights and respected such participant rights to anonymity and confidentiality by using aliases and refraining from using descriptions of participants that might reveal their identities. Participants did however give their consent to use their contributions in the form of their experiences and opinions in the research report and further publication should it be possible. A copy of the report will be given to each of the participants on completion of the study to put their minds at ease that their rights to anonymity are respected.

3.10   Summary

This chapter discussed the methodology followed in the study. The results of the study are offered in Chapter 4.

Chapter 4
Findings

4.1   Introduction

How do police trainers perceive their professional identities? How do police trainers construct their professional identities in a changing education and work environment? This study attempts to answer these questions by studying and analysing police documents and conducting one-on-one interviews with trainers. This chapter will therefore build on the data collection process explained in chapter 3 by offering the results of the data collection. The results portray two different worlds in the SAPS Academy, one painted by documents found within the Academy and another found in the experiences of trainers.

The analysis will be offered by firstly portraying participants' perceived professional identities about their dual roles to demonstrate how trainers relate professional identities that the SAPS attempts to establish within the organisation, particularly those professional identities applicable when the SAPS Academy becomes a police-university-partnership. Secondly, the chapter offers an explication of the deliberate interventions by the organisation to develop 'policy images' of future trainers, and the efforts of the SAPS Academy managers to construct trainers' professional identities. Thirdly, how these interventions are received by trainers and how trainers respond to such interventions will be considered to uncover how trainers construct their academic and professional identities.

4.2   Trainers' perceived professional identity

Trainers had different interpretations of the concepts of being professional, being a trainer, ETD practitioner, educator or academic, but could identify the professional identities that they associate with most. It was clear that they all have different understandings of what the term 'academic' means. Participant 6 described an academic as *"… a person who is theoretically sharp"*, referring to a well-known professor at a local university while participant 4 on the other

hand explained that a lecturer is an academic because of his level of qualification. The trainers also used the word 'educator' as an identity that encompasses other ETD roles such as trainer, facilitator, instructor and assessor, but they differentiate between the teacher or educator identity and the trainer identity. To this end, the trainers expressed their professional identities as follows:

Participant 1 (P1) explained that she is both a professional police officer and an academic because of her involvement in presenting research methodology classes and supervising senior police officers in research projects. Participant 1 therefore associates the activity of teaching and supervising research with being an academic. P1 adds that she sees herself

> …*as a professional police officer, in the way that I have a pride for the organization in which I work. So, I wear my uniform with pride. I see myself as an academic in the organisation …* [because of], *the way that I present my classes, and the way I deal with my learners, and the way I deal with my subordinates.*

Participant 2 (P2) sees himself as an educator; he regards the educator identity as encompassing the roles of a trainer, facilitator and instructor. In this case, the teacher or educator identity is elevated to higher levels than those of the trainer, facilitator and instructor roles normally played by police trainers of the SAPS Academy. P2 explains:

> *I am actually a trainer … sometimes when you are busy with a lecture, you must change your role to a facilitator, sometimes, and you change to instructor. So, I will say that I am an educator in the police environment.*

Participant 3 (P3), a SAPS trainer who has twenty years of experience in the SAPS Academy, regards himself as a consultant in the SAPS Academy and argues that he is always providing support and solutions to workplace problems in the Academy. P3 has longer experience than other trainers in the workplace and bases his consultant identity on his vast experience and knowledge of different aspects of work in the SAPS Academy. The consultant

identity is perceived by P3 as a higher-level identity than less experienced trainers who perform trainer roles.

Participant 4 regards himself as a police trainer and definitely not an academic as he does not meet the qualification or lecturer skill standards set by the police for being a lecturer. P4 associates higher-level qualifications with being a lecturer at a university and subsequently also with being an academic. P4's uncertainty about who qualifies to be a lecturer is apparent in the following excerpt:

> **Interviewer:** *So my question is how would you describe yourself currently in your workplace and professional capacity?*
>
> **P4:** *Currently, I am a trainer.*
>
> **Interviewer:** *Do you sometimes wonder if you are a police officer, or whether you are just a trainer, or do you struggle with that role that you play?*
>
> **P4:** *No, I don't struggle. But now that we are [becoming] a university, it is a bit confusing.*
>
> **Interviewer:** *Why do you say so?*
>
> **P4:** *Because we don't know who is qualified to be a lecturer and what happens to a person if you don't qualify.*
>
> **Interviewer:** *So, when you talk about a lecturer, what's the difference between a trainer and a lecturer then?*
>
> **P4:** *Hmmm...a trainer has been trained. You attend courses where they train you as on how to do training and how to train our learners. But now we don't know what is going to happen with the lecturing if we are lecturers. They only tell us about having a certain qualification. So we don't know whether, after acquiring the qualification, we will be trained again on how we must lecture or what is going to happen.*

Participant 5 (P5) regards herself as a teacher and not a police trainer which is closely related to being a police officer, although she does step into the police officer role at times when the authority associated with her higher rank is required to control a situation in class. P5 explicates her view regarding her professional identity as

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…first teacher and then as a police officer, because there are times that you have to put your foot down so that people can see that you are a police officer even if you are their teacher.

P5 uses the teacher identity to move away from being called a trainer or facilitator as she consciously distances herself from the police officer identity when in class. P5 regards the police identity as not appropriate in a learning environment because of the authority associated with police ranks. As P5 teaches junior ranking police officers, she avoids perceived barriers to learning such as wearing of uniform due to its rank insignia that emphasise an unequal power relationship as it might be intimidating to learners. However, she explains that while both police officer and teacher roles are professional, she does not want to be a trainer as it relates to giving instruction to subordinates like police officers do. P5 argues

…both are professional, but in class, I want to remove that perception that I am a trainer. I'd rather be a teacher in front of police officers…

From P5's perspective, it is clear that she distinguishes between the identities of police officers in its general interpretation as enforcers of law, trainers who are police officers who facilitate learning, and teachers who facilitate learning through teacher-learner relationships without considering any police rank.

Participant 6 (P6) always wanted to become an architect, but joined the SAPS as a second choice. P6 is a police officer, an instructor whose task it is to inculcate military discipline and culture through drill instruction, salute and compliment. This was P6's job at basic training academies where young recruits were trained to be police officers. He identifies with being a police trainer or instructor:

…not as a facilitator because of my background of being at basic training, and coming to advanced training.

P6 is proud to wear the police uniform and explained that the neat appearance of the police uniform defines him. He states that

…when I look into the mirror I see what is in front of me. I see this trainer getting ready, this is now the uniform. This is the picture that I want people outside to see.

Participant 7 (P7) is a registered professional[2] who used to work in a non-military environment. P7 experiences

> *…a bit of an identity crisis, but I do not see myself as an ordinary trainer. I actually see myself as a lecturer. I do not have any problem with switching my line of thinking...you know, I worked outside before I came to the police service and I know the set-up of, you know, presenting a class.*

P7 thus regards herself as a professional, a lecturer. She deliberately dissociates from the police identity and explains that the perception exists among police trainers that the rank of a police officer determines what you know. P7 also finds it difficult to associate with being a trainer in the SAPS Academy as she explains that

> *…you know, I am a trainer and in my heart I am also a registered professional. So that is why I am saying that I kind of have an identity crisis at the moment.*

It is against this background of having such diverse perceptions of their professional identities at work in the SAPS Academy that the SAPS, and in particular the SAPS Academy, has to enable the construction of professional academic identities within the trainers towards becoming university lecturers.

4.3   Organisational interventions used to construct trainers' professional identities

While the trainers of the SAPS Academy function as part of a trainer pool in the SAPS Academy where they do non-operational work, they also form part of the bigger functional police stream that has to work in an operational environment from time to time. Trainers will thus work as police officers doing fieldwork when their police skills are required. It is therefore inevitable that trainers' professional identities are shaped on different levels by these different roles as well as from different organisational levels. This section explores how SAPS policies and direct instruction from senior managers are used to influence the construction of professional identities of police trainers.

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[2] Real profession not disclosed to protect identity of participant

4.3.1. Organisational policies used to shape images of professional police and trainer identities

In the SAPS, organisational policies play a directive role in attempts to create professional identities, but putting the influence of such police documents on trainers' identity construction into perspective requires one to view the trainers' professional identity construction holistically, considering both trainers' individual actions and responses to organisational efforts to construct specific professional identities. In this regard, the trainers' interaction with each other, their relationship with the management of the Academy and the SAPS as organisation will have an effect on their identity construction at work.

The SAPS as a whole is struggling to inculcate professionalism in all police officers and uses all means possible to influence police officers to develop the ideal professional police identity. The SAPS Code of Conduct helps to shape the identity by creating an image of the professional police officer and dictating the focus of professional police officers, as they have to commit to

> *… achieve a safe and secure environment for all the people of South Africa…*

The SAPS Code of Conduct also dictates the behaviour of police officers, including the trainers of the SAPS Academy, to –

> *… undertake to – act with integrity in rendering an effective service of a high standard which is accessible to everybody, and continuously strive towards improving this service; utilize all available resources responsibly, efficiently and cost-effectively to optimize their use; develop my own skills and contribute towards the development of those of my colleagues to ensure equal opportunities for all; contribute to the reconstruction and development of, and reconciliation in our country; uphold and protect the fundamental rights of every person; act in a manner that is impartial, courteous, honest, respectful, transparent and accountable; exercise the powers conferred upon me in a responsible and controlled manner; and work towards preventing any form of corruption and to bring the perpetrators thereof to justice. (http://www.saps.gov.za/saps_profile/code_of_conduct/code_of_condu ct.htm, 2014-05-16)*

This Code of Conduct supports SAPS' set of values, which every police officer, including police trainers, must embrace. The SAPS Code of Conduct also forms part of the framework of police policies, especially those that are applicable to the training environment, as it serves as reminder that training activities are subject to the police officer Code of Conduct.

SAPS policies pertaining to the ETD environment, such as the Guidelines for Monitoring and Evaluation are generalised as they caters for various Academies in the organisation such as basic police training academies, detective training academies, dog handler academies and leadership academies. These policies are supported by Guidelines and National Instructions to direct the way in which the ETD practices contained in policies should take place. The content of the policies should however be applied in the context of the educational setting, meaning those parts of the instruction that are not relevant to the SAPS Academy need not to be complied with (Education, Training and Development Provisioning Practice Guidelines in the SAPS 2012-2014).
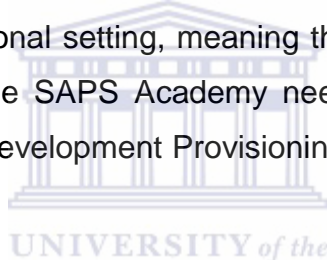
It is apparent that while SAPS uses its policies for directing the implementation of training processes, it follows a much more subtle approach to creating professional identities other than that of a police officer. Organisational policies that direct professional conduct in the SAPS training environments have been developed and implemented by the SAPS Human Resource Development (HRD) Division to regulate and manage the implementation of education, training and other development processes (Education, Training and Development (ETD) Policy for the SAPS 2012:1). These include processes involved in delivery of training interventions, assessment practices, dispute and appeals processes and certification of learning.

However, these same ETD policies are not as clear about the desired professional identity of its trainers. It merely states that police ETDPs[3]

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[3] For the purpose of this study the word 'trainer' is used instead of 'ETDP' henceforth.

(referring to employees who have experience or special expertise in police work) should meet trainer requirements as determined by the Safety and Security Sector Education and Training Seta (SASSETA) and South African Qualifications Authority (SAQA) (ETD Policy for the SAPS 2012:5). Nevertheless, the organisation still attempts to inculcate such professional trainer identities by using ETD policies and a pledge to influence trainer behaviour towards professional conduct. The SAPS has therefore implemented a pledge in which the trainers' identity is defined by a commitment to always perform to best ability with integrity, impartiality, respect for colleagues, accountability for actions, to serve with loyalty, pride and dignity and to uphold the South African constitution (SAPS Division: HRD presentation, 2013-03-04).

However, more recently, SAPS has embarked on a process of registering its trainers with an internal registration body called the South African Police Service Internal Registration Body (SAPSIRB) at its Division: Human Resource Development. This registration is aimed at ensuring proper development and recognition of SAPS Trainers as well as ensuring that trainers are on par with national and international trainers (SAPSIRB 2013:2). This professional registration is based on the documentary evidence of applicants that reflects their mastery of particular knowledge and skills, acquired through formal education and experience in education and training (such as facilitating learning or conducting assessments), adherence to a common code of conduct of the SAPSIRB (and ETD pledge), conforming to the SAPSIRB regulating body prescripts and the acceptance of duty to society and the public (SAPSIRB 2013:2)[4].

Unfortunately, not even these requirements for internal professional registration define the professional police trainer clearly. The SAPSIRB Code

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[4] This SAPS Guidelines on Internal Registration Body for Education, Training and Development Practitioners within the South African Police Service, (2013-2014) Version 1 was not available at the SAPS Academy at the time of the study. However, the information is included to indicate the progress made by the organisation towards professionalising the SAPS.

of Conduct basically prescribes the behaviour of trainers in terms of ethics and SAPS ETD policies. In terms of behaviour, it states for instance that

> *I will:…Acknowledge the attitude, dedication, self-discipline, ideals, training and conduct of the training profession …execute my duties in a professional manner…behave in a manner that enhances the reputation of my profession …and behave in a way that enhances the dignity and status of the profession.* (SAPSIRB Version 3/2014).

In terms of the practice of a professional trainer, it refers to recognizing learners as partners in the profession, continuously developing oneself on trends in education and performing one's duties in terms of all policies related to ETD practices (SAPSIRB Version 3/2014).

Police documents such as policies, ETD guidelines and directives are aimed at stimulating the construction of trainers' identities as professional police officers and professional trainers. However, police trainers tend to utilise official documents, such as training policies, SAPS National Instructions and changes in legislation as information sources of general nature and as a result often treat official communication as nice-to-know police information. Such official documents are being dealt with in the trainer pool in what appears to be a process of automatic processing where documents are received, mentioned and filed with little thought given to the content. The files do not contain endorsements or signatures that it was read and communicated to the trainers before being filed. The trainer pool files do not contain indexes of the content or when the documents were received, read or implemented. The studying of policies appears to be what the Training Manager instructed, the trainers' own responsibility.

P4 explains how trainers deal with policies:
> *Interviewer: And policies and these things? Do they ever play a role? Do they influence you?*
> *P4: Yes.*
> *Interviewer: How do they influence you?*

P4: Whatever you do, you must do it according to that policy.

Interviewer: Do you study the policies? Or is somebody reading it to you from time to time?

P4: No, there is no one doing that.

Interviewer: So how do you know what is in the policies?

P4: When you have your time, you go to...even when you are studying and there is something that is forcing you to study then... you also get that chance.

Nevertheless, all policies, official directives and instructions that are applicable to the SAPS Academy are enforced by the management of the SAPS Academy regardless of how the trainers deal with it in the trainer pool. Trainers have to attend special meetings to study and discuss ways to incorporate new SAPS Standing Orders and Appeals and Dispute Procedures of the SAPS HRD Division into learning content for instance (Management Meeting, 2013-08-19).

Trainers tend to respond to the SAPS Academy's enforcement of policies by 'going with the flow' and they amend their activities according to the need of the moment. It appears that trainers tend to wait for instruction rather than using own initiative or follow policy prescripts. They participate in routine practices of the trainer pool by reporting for duty in uniform before class starts and waiting to be informed of the activities planned for by the training manager and colleagues for the day. This includes being assigned to classes and receiving operational instructions that are issued according to the priorities of the day.

The application of police rules and enforcing of the police culture in the SAPS Academy must influence the construction of trainers' professional police identities as it is imposed upon them, but, as shown above, not all trainers embrace this police identity and one can therefore not assume that all trainers willingly construct police identities as directed. However, evidence that suggests the construction of professional academic identities (distinct from police identities) through policies or directives could not be found in the SAPS

Academy, unless one argues that the trainer identity is in fact part of the academic identity. For the SAPS Academy, a trainer and an academic are two different identities. The next section focuses on efforts in SAPS for identity construction as academics.

4.3.2 Instruction used for academic identity construction

Until recently, the SAPS only focused on developing police and trainer identities. The partnership with a university became evident in 2012 and in 2014, the first 130 students reported at the SAPS Academy for their undergraduate course. The issue of developing academic identity started to become part of the SAPS Academy's operational objectives in the context of this partnership. This resulted in deliberate efforts by the higher-ranking police officers to promote an academic culture, referring to conducting research and producing police-related publications for peer reviewed academic journals. Instructions were given to attend meetings where matters of an academic nature were prioritised, such as revising learning material and aligning course content to the South African National Qualifications Framework, creating an environment at the SAPS Academy that is conducive to scholarly student behaviour and activities which are less militaristic, including establishing a Student Representative Council. These activities were given priority over other training activities, such as facilitating learning to middle managers (SAPS Training Committee Meeting 2012). In addition, since March 2014, the academic protocol of the anticipated university partner took precedence over police protocol during meetings, for example when academic titles of police officers were used instead of the military rank. At the same time, the university partner was introduced as having higher priority and status than the Sector Education and Training Authority (SASSETA) because of its accreditation status from the Council for Higher Education, which meant that the SAPS Academy would not have to obtain SASSETA accreditation for its programmes any more. During the transition period however, until 2020, it would still be required of trainers to be registered with SASSETA as assessors and moderators of accredited programmes.

This sudden emphasis on academic status highlighted the expectation in the SAPS Academy for trainers to become more academic in their work, to transform from being trainers to become lecturers. This meant that trainers had to study towards obtaining qualifications that would meet an acceptable entry-level qualification of a university lecturer. Trainers therefore had to obtain at least Honours degrees that would enable them to tutor at undergraduate level and a Masters degree to lecture at a higher level than that of a tutor. Part of this transformation was due to the realisation that police trainers also had to be developed as researchers and that they have to work in teams to conduct research on questions such as the effect of having full-time students at the SAPS Academy, the structure of the SAPS Academy and the programme offerings in a police–university-partnership. Minutes reflected a demand for research output and publications in peer reviewed academic journals by Academy trainers (PPM Steering Committee 2013-07-23).

The SAPS Academy took the instruction of transforming into an academic institution seriously. Minutes of management meetings of the SAPS Academy indicated that trainers were encouraged to benchmark academic processes and lecturer activities with tertiary institutions and the South African Military Academy to get a better understanding of what is expected of lecturers in an academic setting. For the SAPS Academy, an academic is a qualified person who holds a doctoral qualification and who is able to conduct scientific research. Academic citizenship of being actively involved in activities and events within the academic community at the SAPS Academy as 'university' and getting involved in community engagement projects are concepts that the academy became aware of only recently.

Therefore, the SAPS Academy embarked on a process of improving its trainers' qualifications because they have to be able to function at university academic standards. This meant that all trainers have to obtain at least masters level qualifications in either police or management-related fields as the SAPS Academy lecturers will be involved in lecturing in either police science or any other management subject such as financial management or strategic management. The vision of the SAPS Academy includes the

development of police leaders in other African countries, but at the same time developing its own future leaders by teaching junior level police officers in police science. However, the responsibility for the professional development of lecturer capabilities such as the skills needed by university lecturers was put in the hands of the university partner as part of a memorandum of agreement. In the meantime, trainers who do not meet the qualification criteria of the university partners of having a relevant Masters degree would continue with their training tasks in the other police courses offered at the SAPS Academy.

Trainers who utilised the opportunity to study towards higher qualifications were afforded time off during office hours to focus on their studies. The expectation was also that trainers must read more academic literature and become more familiar with current knowledge in their respective fields of study. To this end, a culture of research in which both lecturers and students will conduct academic research projects, must be inculcated (Academy Personnel Meeting 2013-04-25). During the transition phase of the SAPS Academy, the management decided to group trainers together in open plan offices where ten to twelve trainers share one office and limited computer resources. This is a temporary arrangement due to a shortage of office space and computers for trainers. Trainers were grouped according to their subjects that they present, being operationally focussed courses such as the Detective Learning Programme or generic leadership focussed programmes such as Junior Management Learning Programme.

Participants responded that they need their own offices for privacy and because university lecturers assess their students' work in their offices. Participant 7 reiterated the fact that the SAPS Academy needs to address trainers' sense of being treated as inferior which resulted from sharing office space like entry-level employees. She adds:

> …I have spoken somewhat with the trainers and facilitators. I think
> that our profession is not deemed [important] enough. We do not
> get enough support. Um, I think that the work that we do is

*underestimated. I think that, by forcing us into this [shared office],
all dignity was taken away from us!*

The SAPS Academy also took a closer look at the training courses being presented at the SAPS Academy. Management meeting minutes reflected a renewed emphasis on involving trainers in improving the standard of the content and academic depth of courses offered at the SAPS Academy (Academy Management Meeting 2013-05-02).

Interview responses indicated that there are trainers who are participating in training processes where learning programmes are reviewed, but this mostly happens when trainers are instructed to do so. Participant 1 alluded to how trainers are required to follow ETD policies of the SAPS as it regulates the processes and standards of the SAPS Academy. It guides trainers to professional practices in the ETD environment such as the reviewing of course content every three years to keep course content current and not whenever a trainer wants to amend course content. Trainers of the SAPS Academy are only involved in the review of learning content when an instruction from the SAPS Division HRD includes them in the process. Normally, the new updated subject matter (material) is provided to trainers by the course developers situated at the SAPS Division HRD in order to standardise the course content. Participant 4 explains how outdated course material is dealt with:

*…We must first take it to our training manager and inform them
[Division HRD], because you must get permission. You cannot just
change it [course content].*

The SAPS Academy emphasised the expectation to improve standards such as providing better learner support (PPM Steering Committee 2013-07-23). Learner support such as assistance with study methods, library services, career and trauma counselling and debriefing are part of academic support provided to learners currently, but the capacity of the learner support function has to be increased for better service to learners who would stay at the SAPS

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

During this transformation process of becoming an academic institution, managers tend to use requests for work to be done instead of instruction, as one would expect in a militaristic environment. Minutes of meetings reflect requests made by the managers of the SAPS Academy to trainers and personnel to adhere to rules. It appears as if instructions are hidden in ordinary debates in meetings, softening the police culture in the SAPS Academy, but even if instructions are couched, they remain instructions nonetheless. Minutes of personnel meetings also reflected reminders of loyalty to the organisation to address unbecoming behaviour of trainers (Personnel Meeting 2013-04-25). This subtle change in communication not only revealed conflicting direction from managers of the Academy, but it created a tension in the construction of professional identity as trainers were now expected to develop all three identities concurrently – as professional police officers, trainers and academics. At this point in time, trainers and academics are still regarded as two different identities.

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

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

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

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

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

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

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

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

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

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

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

Trainers listed the poor communication between role players within the Academy to be a low risk for training (Risk Register, 2012/2013). Knowing that low risk threats are not really managed in the SAPS Academy, some trainers started treating commanders' instructions as being mere requests to do something. These trainers used the Commanders' softer communication style to move away from the police identity and culture. The coexistence of two different modes of tasking trainers in the SAPS Academy, namely the 'issuing instruction' which is associated with a strong authoritarian approach in a militaristic environment and the 'requests and expectations' approach which is associated with an academic setting, created confusion among trainers.
Several trainers started moving away from police rituals such as Academy parades by booking off-sick or by wearing civilian clothes as means of showing resistance to the militaristic police culture in the SAPS Academy (Risk Register 2012/2013). This type of behaviour highlights the error in judgement of the SAPS Academy that the reinforcement of police activities will not become a threat to the construction of academic identities.

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

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

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

4.3.3. Academy driven interventions to construct trainers' professional identities

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4.3.3.1   Enacting the police culture

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

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

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

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

Participant 7 argued that the enactment of the police culture and wearing of police uniform and the rank structure stand in the way of becoming academics. He/she argued that lecturers should wear private clothes because the uniform gets in the way of teaching. However, the police ranks appear to be the biggest cause for concern as it hinders professional trainer practices. When the ranks of students are lower than that of the lecturer, the students raise concerns of being bullied in class by the lecturer, but when the learners' ranks are higher than the lecturer's, the lecturers complain of being intimidated by the learners. Participant 7 is adamant that the police ranks should be made redundant because it strips professionals of their dignity as she explicates:
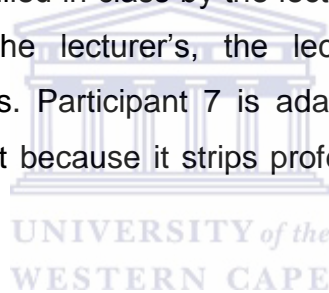
… I never worked in a militaristic environment before, always in a professional capacity. So working in this environment was a novelty. Getting a rank for example… you are deemed according to your rank as if your rank is what you know and equates what you know … Where I used to be treated with the necessary respect and esteem because of my qualifications and occupation, I found that in the police service you are inferior, or you are supposed to see yourself that way. So I am looking forward to the changes and new developments where skills and qualifications will finally be acknowledged…

4.3.3.2   Enforcing Trainer Pool ETD practices

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

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

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

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

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

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

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

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

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

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

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

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

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

…to be honest, I am about to leave – I want to see whether I cannot go on early retirement next year. That is why I scoop as many training and development opportunities as I can, because I intend to leave, but I must have a lot of knowledge.
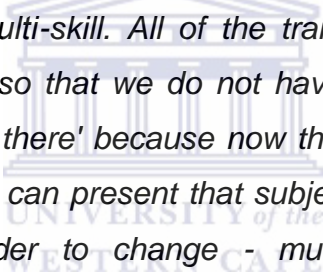
The trainers' key performance indicators as contained in their job descriptions serve as guideline for more directed professional development, referring to ETD focused development for trainers. The Human Resource Manager explains that *"…The training needs should be in line with the organisational objectives and should enable the individual to be more productive."* (Training Committee Meeting 2012-10-02).

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

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

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

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

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

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

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

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

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

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

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

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

4.4   Summary

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

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

Chapter 5

Conclusions and Recommendations

5.1   Introduction

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

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

5.2   Relational and ongoing construction of professional identity

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

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

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

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

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

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

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

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

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

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

Having studied police documents in the SAPS Academy and conducting interviews with trainers, it became evident that regardless of which professional identities trainers perceive to have, their real professional identities move between being a police officer and trainer depending on the type of task they are performing at the time. Since trainers are only performing the roles of police trainers and police officers they are only following such policies and rules of the SAPS that are relevant at the time. The knowledge of the trainer pool, the rules, norms and conventions of the trainer pool and of the SAPS Academy are used to socialize new trainers into being an Academy trainer or police officer working at the Academy. Hotho (2008:724) explains that such norms and rules differentiate the trainers from other groups. Trainers construct their professional identities when they negotiate their way into becoming part of the trainer pool as it is regarded as a professional ETD practitioner group by them.
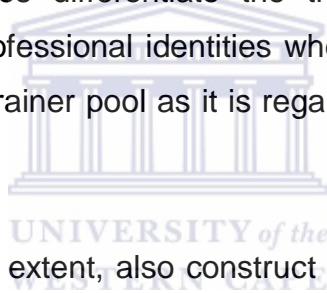
Some trainers, to a limited extent, also construct their academic identities as they aspire to become academics. This construction of identity rests on the assumptions made by trainers who will move into academic roles of what an academic does in tertiary institutions. Prospective academics do not grasp the role and activities of lecturers other than obtaining higher academic qualifications and conducting independent research[5]. When trainers were introduced to the idea of becoming academics they realized that they had to adopt new roles and responsibilities, but working towards unclear goals and boundaries of responsibilities, they experience tension and uncertainty about their professionalism (Robinson *et al* 2005:184). This was exacerbated by the confusion caused by the Academy's advocacy of becoming an academic institution while simultaneously reinforce the police culture.

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[5] Trainers became aware of the elements of academic work only recently when it was introduced in the job descriptions of the few trainers who act as university tutors.
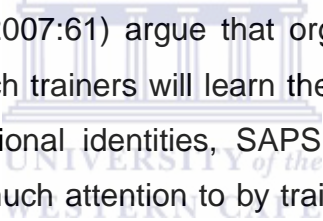
Trainers' identities may reveal much more about where they find themselves in their careers and social lives. Although participants were not prompted about their social lives, Hotho (2008:728-729) argues that professional identity is but one of several social identities of an individual and that professional identity fulfils the need for status that drives social identity ascriptions. From this point of view, trainers may view themselves as academics because they ascribe more status to being academic than to being a trainer and perhaps why they interpret the terms educator, academic, facilitator, trainer, teacher and lecturer to have different meanings.

5.4   Regulating the construction of professional identity

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

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

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

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

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

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

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

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

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

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

- Police identities are being shaped through the actual enactment or enforcement of SAPS policies that serves as framework for the profession.

- Training processes that are regulated by training policies play a direct role in the construction of trainer identities

- The absence of clear policy and identity construction

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

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

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

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

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

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

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

some understanding of it when new academic roles are introduced by the university partner. As a result, they revert to constructing the professional police and trainer identities that they are used to practice. Robinson *et al* (2005:184) argues that new professional identities are constructed when different professional teams work together and if there is mutual recognition of such professional identities. It is therefore possible for trainers to construct new academic identities when university lecturers and police trainers work in mutual practice to teach at the SAPS Academy, even when there is no policy that guides the trainers' new actions.
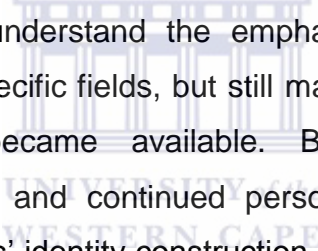
It is thus safe to argue that the existence of policies, official directives and other police documents enable professional identity construction in trainers, either directly or indirectly. However, the absence of policies or other guiding documents in the SAPS Academy does not prevent trainers from constructing professional identities as academic identities are being shaped gradually as trainers pick up bits and pieces of what academics do from their interactions with visiting academics of the university partner. When identity is constructed while there are gaps in the policy, it becomes evident that organisational policies cannot fully regulate professional identity construction. Further, mere compliance to rules does not necessarily mean that something positive is done to construct an identity. To construct means to build, to actively work towards something, which in this case is a professional identity.

5.5   Professional Identity constructed through affordances

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

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

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

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

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

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

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

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

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

5.6   Academic identity shaped at institutional and disciplinary level

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

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

Trainers working at the SAPS Academy Paarl also find themselves in a very regulated and authoritarian work environment. They have to work according to the SAPS policies and national instructions that regulate their conduct and behaviour. These trainers also have to work according to the prescripts of the SAPS Human Resource Development (HRD) Division when they engage in training matters. In addition, they must work according to the instruction and direction of the commander and management of the SAPS Academy. All SAPS policies, instructions or directives applicable to the Academy, regulate either the police officers' conduct or the education, training and development processes of the police (Education, Training and Development (ETD) Policy for the SAPS 2012:1).
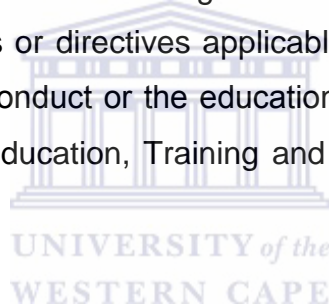
Caihong (2011:6) draws from Taylor's (1999) work to explicate that for university teachers, academic identity is constructed on three levels that are linked to the site of one's work, the discipline of one's work and universal signs of "being an academic". The first level entails the relationships with the employer and work, as well as the type of institution and work which they are involved with.

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

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

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

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

development and Business Administration. Participant 4 was very uncertain about what is expected of him as he is advised to obtain "…that certain degree". It appears as if the field of specialisation in terms of further qualifications is left to the trainers to decide for themselves. Participants put the responsibility to develop trainers to become lecturers in the hands of the SAPS Academy and the university partner as it involves costs that the trainers are not prepared to pay. Trainers caution that development should be focused on academic specialisation and that multi-skilling should be avoided. More guidance is thus needed to help trainers to develop themselves in academic disciplines that are needed and offered in the SAPS Academy. Trainers are concerned about the process of only developing a select few trainers who show potential of being developed to become academics. They want all trainers of the academy to be acknowledged and developed towards the same academic status (P2).
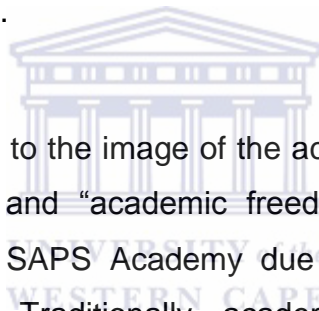
Lastly, the third level refers to the image of the academic identity that centres on "academic autonomy" and "academic freedom". This level poses the biggest challenge for the SAPS Academy due to the predominant police culture of the workplace. Traditionally, academics put a high value on collegiality, collaborative management and academic freedom (Billot 2010:712). In contrast to these values, trainers' activities are regulated and controlled within the trainer pool where the training manager assigns tasks to keep trainers 'constructively' busy. However, individuals become less interested in constructing academic identities when academic freedom is threatened and more so when it is confronted by murky boundaries between academic and institutional identities (Billot 2010:709). The prioritizing of police culture therefore poses a danger of trainers leaning more towards operational police subjects and culture at the cost of becoming academics. According to Caihong (2011:17-18) positive identity changes (to become an academic) can be ascribed to active construction of identities, experiencing a sense of competence, satisfaction with knowledge levels and the ability to do research, while less positive changes were ascribed to structural and organisation pressure. Due to limited exposure to academic autonomy and freedom being

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

Trainers expressed their difficulty to find time for research and access to resources to conduct the research. To this end, Billot (2010:713) posits that due to new institutional demands for engagement and support for managerial priorities, goals and traditions, the academic's sense of freedom is challenged. Academics tend to respond to these challenges by negotiating their roles and responsibilities in the site of practice and thus forge their academic identities and identities as researchers in changing academic settings (Billot 2010:713). Harris (2005 in Billot 2010:713) adds that the autonomy of the academic also changes as education and research become more marketised. This is what trainers experience in the SAPS Academy. Trainers are not at liberty to conduct any type of research. Their research is limited to police subjects of the courses they present. In the process trainers' academic autonomy becomes limited to using own initiative to conduct quick internet searches between classes.
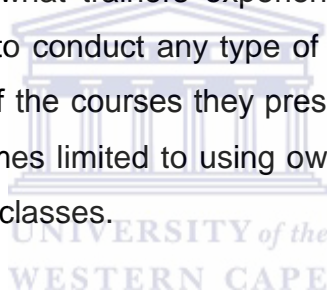
Notwithstanding this limitation in research freedom, trainers are expected to engage in other educational activities such as debates and seminars for learning, and initiating community engagement projects which also rely on research skills. In addition, the development needed to become academics will have to include induction into academic citizenship, but these are new concepts that the SAPS Academy became aware of only recently and it is not clear how the police milieu will influence academic freedom and autonomy. Nevertheless, the SAPS Academy can draw guidance in shaping professional identities from Calvert et al (2011). They posit five common strands of professionalism that academics draw from to construct their professional identity. These are:

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

- collegiality and support for colleagues;

- high standards of performance, particularly in relation to teaching;

- commitment, evidenced through hard work and willingness to put the job first;

- scholarship and being up to date with one's academic discipline.

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

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

5.7   Scripts from institution used to construct professional identity

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

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

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

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

5.8   Recommendations

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

5.8.1 Understanding trainers' professional identities

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

5.8.2 Clear and consistent application of organisational policies

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

5.8.3 Holistic approach to professional academic identity construction

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

5.8.4 Creating the environment for academic identity construction

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

5.9   Research application and further study

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

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

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

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

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

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Attachment A

Document Analysis

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

1. How do official documents (policies and instructions) influence the reconstruction of professional or academic identities of police trainers?

2. In which way does internal police communication (instruction, letters, monitoring reports) influence the reconstruction of professional and academic identities?

3. In which way does internal communication of police trainers (personnel meetings, trainer pool meetings) influence the reconstruction of professional and academic identities?

4. How do police trainers express their professional identities in documents generated by themselves? (lesson plans and other police correspondence)

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Interview Schedule: The reconstruction of the identity in a changing work environment.

Date and time:

Gender:

Position in Academy:

Rank:

Years in service:

Years Academy

Academic Qualifications:

A)   Construction of Professional Identity:

- How would you describe yourself in a professional capacity? (specific role: police officer/trainer/academic)

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

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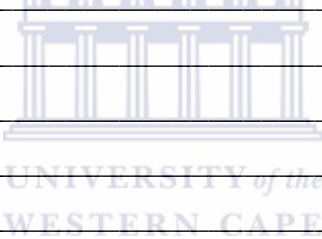
- Are you who you want to be, or are you still becoming what you want to be? Please explain.

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B) **Academic Identity:**

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

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C) **Roles in the Academy:**

- Given the changes in the SAPS Academy and your position in the Academy, how do you see your role in the Academy and the anticipated change towards becoming a university?

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D) **Strategies towards professionalism in Academy?**

- Are there any particular activities that you see as part of your daily routine that might have to change when the Academy becomes a university?

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- In terms of the trainers, is there anything that the Academy (SAPS) has to do to become a university?

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Notes:

Thank the participant for his/her contribution.

Obtain agreement for follow-up interviews if needed.

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Attachment C

LETTER OF CONSENT

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

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

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

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

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

Signature of research participant: _____   Date: _____

Title, initials & surname: _____   Place: _____

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Attachment D

Researcher:

Tel: 076 361 5790   E-mail:kschwartz@mweb.co.za

Research supervisor:

Ms Rahmat Omar

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

University of the Western Cape

Tel: 021 959 2800

E-mail: raomar@uwc.ac.za

INFORMATION SHEET:

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

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

Dear Participant,

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

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

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

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

Thank you in advance.

Enquiries:

Researcher (Student):   Kobus Schwartz

Tel: 076 361 5790

E-mail: kschwartz@mweb.co.za

Research Supervisor: Ms Rahmat Omar

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

University of the Western Cape

Tel: 021 959 2800

E-mail: raomar@uwc.ac.za

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GPA 163/022   SAP 21

SOUTH AFRICAN POLICE SERVICE   **SUID-AFRIKAANSE POLISIEDIENS**

Verwysing Reference	11/3/1
Navrae Enquiries	Colonel Ngum NT Keka V
Telefoon Telephone	(012) 334 3818 (012) 334 3850
Faksnommer Fax number	(012) 334 5563

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DEVELOPMENT
HUMAN RESOURCE DEVELOPMENT

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0001

Colonel G.J. Schwartz
SAPS ACADEMY
PAARL

**REQUEST TO CONDUCT RESEARCH ON BECOMING AN ACADEMIC: THE
RECONSTRUCTION OF IDENTITY OF POLICE TRAINERS IN A CHANGING WORK
ENVIRONMENT AT SAPS ACADEMY IN, PAARL: COLONEL G.J. SCHWARTZ**
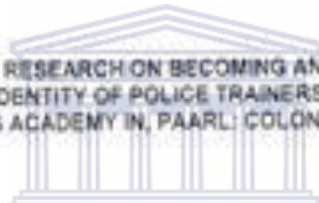
1.   It is with pleasure to inform you that the Research Technical Committee situated in
the Division: Human Resource Development has granted you permission to
conduct research within the South African Police Service.

2.   The research to be conducted has to be in line with the topic presented, which is,
"Becoming an academic: The reconstruction of identity of police trainers in a
changing work environment at SAPS Academy in Paarl"

3.   Good luck in the endeavor of your studies.

Yours sincerely

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

DATE: 2013-10-13.

OFFICE OF THE DEAN
DEPARTMENT OF RESEARCH DEVELOPMENT

UNIVERSITY *of the*
WESTERN CAPE

09 July 2013

To Whom It May Concern

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

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

Registration no: 13/5/29

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

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

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

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