AN EVALUATION OF COMMUNICATION TOOLS IN A HIERARCHICAL TRAINING INSTITUTION: THE CASE OF A POLICE ACADEMY IN THE WESTERN CAPE

by

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DECLARATION

I, Khanyisa Khabiqheya, declare that the contents of this dissertation represent my own unaided work, and that the dissertation has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my own opinions and not necessarily those of the Cape Peninsula University of Technology.

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ABSTRACT

Communication in a multi campus organization has always proven to be difficult (Coiera, 2006: 95). The research problem emanates from bad use or non-existent communication strategies in one of the SAPS Academies. The objective of this research was to examine how the management and staff in the Police Academy can break the communication barriers created by hierarchy and bureaucracy; develop guidelines for the management and staff members on how they can create effective communication channels in the Academy, examine how poor communication impacts negatively on the operations at a police academy, highlight how proper and timely communication can improve operation in the Academy and to identify and make recommendations on the ways the management and staff at the SAPS Academy can improve communication.

The research was conducted to, critically evaluating the existing communication strategies applied in the SAPS Basic Training Academy; determine strengths and weaknesses of these strategies; consider the alternative strategies that can be utilised to manage communication in the Academy; identify, highlight, assess and explain the importance of effective communication in a Police Academy and draw attention to how effective communication can be used to improve projects.

The methods employed in this research include qualitative and quantitative research, where open ended questions were utilised in obtain information and closed ended questions to fill in the gaps on the information obtained from open ended questions. The study adopted the qualitative and quantitative research method to answer the research question and data interpretation was based on Microsoft Excel. This method was deemed to be the most effective for collection of the kind of data and numerical (quantifiable) data is considered objective. On Section B, a Likert-type questionnaire comprising closed-ended questions was the measurement instrument. Answer choices were graded from 1 to 5, being strongly agree, agree, indifferent, disagree and strongly disagree. Based on the different models that were studied, the researcher then suggested a tentative model that could be used.

The population comprised of all the 147 employees of one of the SAPS Academies in the Western Cape, and questionnaires were distributed to all the 84 employees that were on duty on a particular day in this academy. The findings indicated that organisation communicate yields better results than those that do not communicate.

The study highlighted the communication problems at the academy and came up with model/ solution to the current situation. The respondents used in the study gave a lot of suggestions that could be used in the academy. The frequency tables utilised will be useful as the reader could see the favourite suggestions or preferences by the people.

Key words: Communication, effects of hierarchy to communicating, hierarchy, environment in an academy, effects of disciplinary structure

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GLOSSARY

Acronyms/Abbreviations	Explanation
SAPS	South African Police Service
PR	Public Relations
TOCOM	Twente Organisational Communication Model
SPSS	Software Program for Social Sciences
CPUT	Cape Peninsula University of Technology
BTLP	Basic Training and Learning Programme
MIC	Management Information Centre (MIC)
PwC	PricewaterhouseCoopers
CUT	Central University of Technology

CHAPTER 1

AN EVALUATION OF COMMUNICATION TOOLS IN A HIERARCHICAL TRAINING INSTITUTION: THE CASE OF A POLICE ACADEMY IN THE WESTERN CAPE

BACKGROUND AND ORIENTATION

HYPOTHESIS
Poor communication of information impacts negatively on the operations at a police academy.

KEY WORDS
Communication, effects of hierarchy to communicating, hierarchy, environment in an academy, effects of disciplinary structure

1.1 INTRODUCTION

Pre-amble to the background literature review

The South African Police Service (SAPS) has Basic Police Academies situated in different provinces; the total number of Basic Police Academies throughout the country is 10. These Basic Training and Learning Programme (BTLP) Centres are managed from the central national head office but run as independent structures at operational levels. SAPS also known as the Police Force has a total of 157, 470 trained officers throughout the country, all these passed through the different academies over the years (Grobler, 2013: 1).

The Police Force is essentially a functional structure typical of all government structures with hierarchical bureaucracies (Greene, 2000: 300). Steyn, Carruthers, du Plessis, Kruger, Kuschke, van Eck and Visser (2013: 46) defined functional structure as a structure that is hierarchical in nature; where people are grouped according to their areas of expertise. These people are supervised by a functional manager with expertise in the same area of specialization as the subordinates; the manager coordinates the functions of the subordinates. The functional structure is suitable for ongoing operations, which in this case suits the operations at Police Academies (Visser, 2012: 76). This type of bureaucratic structure is known to have advantages and disadvantages. Usmani, (2012: 1) cited the benefits of functional organizational structure as follows:
- ✓ Employees are grouped according to common expertise,
- ✓ This leads to efficiency and proficiency in their operations,
- ✓ The responsibilities and roles are fixed thereby facilitating easy accountability and leaving no room for role confusion,
- ✓ The reporting structure is clear and this reduces duplication or delays in response, employees feel secure and this allows for a high degree of job security.

All these further allow for clear career pathing and cooperation and communication is excellent within the department. However good it may look the system has its own demerits, chief amongst who are:

✓   The monotonous nature of specialised jobs,

✓   Creates silos in one organization,

✓   People focus on their department only,

✓   Employees know little about operations in other departments,

✓   Large functional areas are difficult to manage and each department behaves like a small little company on its own (Kerzner: 2003: 93).

These disadvantages inevitably lead to one major problem which paralyses the operations of the organization; poor communication resulting from silos and impacts negatively on interdepartmental coordination. Because the functional structure is rigid (Usmani, 2012: 1) this creates obstacles to communication and cooperation.

The focus of this study is on communication problems inherent in the bureaucratic systems of Police Academies, specifically the Phillipi Police Academy in the Western Cape. The study will seek to identify and classify the type of communication problems at the academy and model a solution to the current situation for the effective working of the academy. The police service is an essential part of the country's stability, and the processes leading to the production of these officers needs to be expedited effectively.

1.2   BACKGROUND TO THE STUDY

SAPS has a hierarchical functional structure with strict scalar principles (clear and unbroken chain of command) and clearly defined span of control, typical of government structures worldwide. In this structure, the emphasis is on the functional objectives and productivity and rather the rather than training project objectives (Steyn, et al. 2013: 46). The programme itself is comprised of the intakes of trainees who are put through the system for 10 months at a time to do their Police Basic Training. The recruits are taught different learning areas like Police science, Physical fitness, Law, and firearms. In this kind of situation there is a need for good communication management and co-ordination. Where there are different kinds of activities being done by different people, chaos in terms of communication can easily erupt. The Academy as it is; is big. It takes up to 640 recruits at a time, and having about 148 staff members. The structure involves the Commander, 4 support managers responsible for certain areas of specialisation, 38 are training staff, 85 are Support personnel including, Training Support, 14 are Management Information Centre (MIC) administrators and 5 are Monitoring and Evaluation personnel. Most of the decisions carried out are taken from head office of the SAPS by Senior Management which is situated in Pretoria, so the chain of command is fairly long. The SAPS Basic Police Development is decentralized into different

Basic Training Academies. These academies are situated in different provinces and that on its own is a foundation for poor communication across the academies, which are expected to provide uniform standard of training across the country.

Communication is the transfer and exchange of information and understanding from one individual to another individual using symbols that carry the same meaning between the individuals concerned (Hellriegel, Jackson, Slocum, Staude, Amos, Klopper, Louw, & Oosthuizen, 2008:323). The passing of information from one individual to another takes place in different forms (Berko, 2010:9-12), and comprises of non-verbal, verbal and written modes of passing and or exchanging information. Thus communication is an activity of conveying meaning from individual to individual with the use of known signs and rules unique to human beings. Human beings are social animals that communicate all the time, and in the process they form associations and organisations. Robbins, Judge, Millett and Boyle (2011:315-317) make reference to effective communication as a result of intentional or unintentional information distribution resulting in desired response. The communication is effective if it generates the desired response as per the plan of the communicator or the originator of the message. Communication can be generated to effect change of status quo, and if the change takes place, the communication is considered effective.

Akinyele (2012:1-38) posits that human beings are a socially defined people communicating views, thoughts and news all the time. He concludes that "in organizations where formal and informal communication exists, communication plays a vital role in structuring the organizational activities and objectives. Managing communication is cited as one of the critical factors for the success of any undertaking, be it projects (Rocha-Lona, Garza-Reyes and Kumar, 2013:137), or production processes. According to Slort, Blankenstein, Bart, Knol, van der Horst, Aaronson, and Deliens (2014: 1037) communication in the health care professional needs to be done skillfully because many of the problems that patients are facing may not be identified and addressed; and the patient's quality of life may be unnecessarily impaired. Evidently there is a direct relationship between effective communication and the success of an undertaking by any form of organization. Project Management Institute, (2013; 117), asserts that, everyone in the project must understand how to communicate and get involved as individuals since communication will affect the operations as a whole. Furthermore, communicating effectively with various stakeholders is not only an essential task, but also one of the most difficult for an operations coordinator or leader.

Each batch of the 640 police recruits and trainees enrolled every 10 months constitutes a project run by the academy. Throughout the life cycle of that project, communication needs to effectively pass information on time and at the right level continuously. The information to

be transferred should be either written or verbal (Bauer, 2012: 21), and can include tasks such as informing stakeholders of progress or new works to be commenced, highlighting potential risks and uncertainties, persuasion and /or negotiation whether it is for extra time and budget, passing instructions and internal and external team members or presenting technical reports. All of this is the job of the project team and ensuring that, the goals of communication are achieved (Cervone, 2014: 74).

According to Casey (2007: 2) project communication is the exchange of project-specific information where it is important to create understanding between the sender and the receiver. Parsaie (2002: 12) pointed out that, this involves the exchange of information and the sender is responsible for making the information clear, unambiguous, and complete so that the receiver can receive it correctly. It is up to the giver and the receiver to make sure that the information is received in full and properly understood (Bourne, 2011: 19). It is important for a manager to fully develop the skills of listening and effectively receiving information – listening to questions and opinions from team members, and being able to fully understand and interpret communication from all the stakeholders (Steyn, et al. 2013: 320).

Traditionally, SAPS as a police force, is a bureaucratic organisation, where discipline is considered critical and should be at the highest. Faull and Rose (2012: 6) referred to the SAPS as having the biased and forceful approach to policing. Because of the nature of operations, essentially communication is one-way, from top to bottom. Miller and Braswell (2011:16), differentiated between the one-way communication used by the police and the two-way communication they are not using. These differences are tabulated in the table as follows.

Table 1.1 Difference Between One-way and Two-way Communication

One-way communication	Two-way communication
Is a preferred choice of communication when they want speed, compliance and orderliness	Utilized when the receiver provides feed back to the sender.
It protects the sender's authority and power because errors are never acknowledged	The sender must share the power and authority.
The sender does not have to explain the message	It improves accuracy of the message and provides a better understanding.

Source (Miller and Braswell, 2011:16).

According to Rocha-Lona, Garza-Reyes, and Kumar (2013: 137), another strategy that works with organisations is the involvement of employees in the formulation and changes in policies. They indicate that, when this happens, then there is respect for everyone's opinions.

The manager's technical competencies to complete required tasks for any undertaking are not enough (Project Management Institute, 2013: 119). Furthermore, to succeed he/she needs to have the ability to communicate effectively to prevent the breakdown in the flow of information between the participant. It is therefore of critical importance that all participants

and practitioners understand and take responsibility for the crucial and often complex tasks (Atkins, Jones and Lamont, 2007: 84) assigned to them when taking on a project – a task of communicating effectively to the right stakeholders at the right time (The National Archives 2013: 8). Effective management involves selling and reselling of ideas, explaining the scope and methodologies of the operations. According to Tennant, Langford, and Murray (2011: 220), even though there can be widespread demand of team working in the industry, the relationship observed between team effectiveness and task performance continues to be generally overlooked. This need is even more prominent with several multidisciplinary task teams which require careful coordination and integration. Effective communications is the key to ensuring such coordination and integration in complex projects. According to De Jager and Du Plooy (2007: 100) communication is one of the 9 dimensions which are used to measure quality of products. Furthermore, project communication management consist of four broad areas that will be discussed as follows:

- Communication Planning – decides on the information needed by the stakeholders (who needs what information, when will they need it and how will it be given to them).
- Communication Distribution – the information that is needed is made available to the project stakeholders on time.
- Performance Reporting - gathering and allocating information about performance. This includes status reporting, progress measurement and forecasting. And
- Administrative Closure (new stakeholder management) - generating, gathering and circulate information to formalize phase or project completion (Steyn, et al. 2013: 321).

For a team to be truly effective in time management, it needs good leaders who can communicate and coordinate actions as well as good teammates who are reliable and competent. Kerzner (2003: 233) asserts that, poor communication will have adverse influence on the effectiveness of an organization and is also time consuming. For effective team time management, communication means the free flow of exchange of ideas, information instructions and reaction that result in common understanding. Providing feedback and careful listening will increase effective communication, which is necessary for team time management (Agarwal and Garg, 2012: 41).

1.2.1 Communication Planning

Communication planning ensures that your stakeholders are properly informed at all times (Ramsig, 2009: 353). Communication planning is also useful for Hi quality care and improved patient understanding, (Slort, et al., 2014: 1037); benefits communication in managing stress and (Liénard, Merckaert, Libert, Bragard, Delvaux, Etienne, Marchal, Meunier, Reynaert, Slachmuylder, and Razavi, 2010: 171); reaching broad audience (Cervon 2009: 76) and

mapping out a system of ensuring information flows to the right people and that expectations are met, (Frehsee, 2013: 16).

The rate of change in every team and project is different, and therefore the project manager needs to use strategic communication channel, the optimum frequency and make sure that it is effective (Ramsing 2009: 354). If one does not communicate effectively and efficiently, that could give rise to misunderstanding and conflict amongst stakeholders. Therefore, before completing the project plan, there is a need to make a list of the following:

- Define each stakeholder's communication needs.
- Identify the required communications events
- Determine the methods and frequency of each event
- Allocate resources to communication events
- Compile a communication event schedule (Steyn, et al. 2013: 322).

Frehsee, (2013: 16) postulates that "high-performing organizations plan the talk, before they talk the talk". She further states that, high performers create formal communications plans for nearly twice as many projects as their low-performing counterparts and those plans are more than three times as effective. She divides communication plans into three categories:

1. Broad: Lays out a macro landscape of the project by identifying stakeholders, defining project members' functions and responsibilities, and demarcation of objectives and deadlines.
2. Scheduled: Lists regular tasks and details days and times when information will be delivered.
3. Customized: Targets an especially difficult project phase or activity and outlines strategies to deal with potential issues.

According to Ramsig (2009: 350) if the project manager needs that project to meet the current needs and challenges, communication plans must be flexible. In order to keep everyone in the organisation on the same page, communication plans need to be emailed and revised as necessary (Casey, 2007:2). A solid project communications plan will only get an organization so far (Nothhaft 2010: 131). The true test is what happens once the project gets rolling. In today's rapidly moving environment, there's sometimes changes that cannot be avoided, and therefore those changes must be communicated quickly (Cervone, 2014: 74).

1.2.2 Form of Communication to Use

Part of communication planning involves choosing the type of communication to be used in a project (Atkins, Jones and Lamont, 2007: 69). Circumstances and situations in an organization together with who the recipient is, will determine the form of communication to

be used (Munerato, 2007: 86). For example, team members may be more satisfied and tolerant of geographic dispersion when they are able to have some amount of face-to-face contact with their project managers (Frehsee, 2013: 17). In face-to-face conversations, recognizing breakdowns in communication is fairly easy. However, according to Bourne, (2010: 22), the communication situations result to the following:

a) The arrival of e-mails, texts and virtual teams has transformed communication.

b) In a virtual team, probably more than 90 percent of the communication is based on the words in e-mails and text messages.

c) The rules of effective communication are different and the degree of acceptance of these "new rules" is likely to vary by age.

d) Most people in their 50s and 60s need to see someone they're dealing with at least once or twice to build a bond and open effective communications, whereas younger people seem totally comfortable communicating solely by e-mail and text (Bourne, 2010: 22).

According to Farrow (2012: 1), relying on any set of protocols that worked in the past without a careful assessment of their current effectiveness could work against the project. She further states that, almost everything in a project is about communication and inter-connectedness, and to communicate successfully with all of their stakeholders the project managers need to make it a habit to re-evaluate what works and what needs changing. The communication failure is the fault of the communicator for not checking to see if the message was received and understood (Bourne, 2010: 22). Everything else is evolving and changing. According to Cervone (2014:76) as much as there are many factors that cause that failure of project communications, there are also some simple things that a project team can do to ensure that the project has success.

It might be advisable for a project manager to use more than one form of communication to distribute and ensure that the person whom the information is directed to receive the correct message (Tench, and Moreno, 2015: 55). Otter and Emmitt (2007:410) recommends using two forms of communication to ensure each message is received; for example, one could have a meeting, then follow it up with an email identifying key points. She further notes that "double duty is worth the effort"; and more time used up front, to avoid potential rework and other disasters that can erupt later.

1.2.3 Communication Distribution

Project Management Institute, (2013: 121), views communication distribution in a systems perspective, where there are inputs the tools and techniques; where there is a use of tools like, graphs, histograms, work breakdown structure to make the people understand exactly where the project is in terms of the progress and outputs. Steyn, et al. (2013: 336) has a

similar point of view. They mention that, communication distribution is about how to give out the information, whether by calling meetings, provide hard copies, electronic communication etc.

1.2.4 Performance Reporting

This is an important stage of the communication cycle. It is where the encoding and the decoding takes place (Bambacas, and Patrickson, 2008:52). The project manager needs to decide on the appropriate symbols and signs to use to get across the message to the subordinates, the project sponsor and the other stakeholders of the project. According to Duncan, (2006: 115) the variety of reports that are included at this stage are as follows:

- Status reporting
- Progress reporting
- Forecasting- predicting the future status reporting.

1.2.5 Administrative Closure

At the beginning of any project there is usually planning that takes place. The objectives that the project wants to achieve were noted. At this stage the organisation/ project revisits these objectives to see if they were achieved. According to Kerzner, (2003: 398-399), this stage of the project involves collection of project records, ensuring that they reflect the final specifications; analyzing the project success, effectiveness, and lessons learned; and getting that information for future projects. This is particularly important for the project that is being studied, as it is long (10 months after which a new project begins). Another thing that this stage can do is to ensure that the whole team is aware of the latest updates, preventing wasted efforts as far as spending time on a deliverable that's no longer in scope or on a strategic goal that's no longer valid (Method 123, nd: 6).

1.2.6 Management of Communication as a Requirement for a Project Manager

A project manager needs to have communication management as a skill because he/she spends most of the time communicating. According to Steyn, et al. (2013: 319), manager spends close to 80% of his/her time on communicating with subordinates, other managers, stakeholders or in meetings. López de Sebastián, (2014: 19), quantifies this by stating that strategic communication in project management, takes up 90 percent of a project manager's time. Choudhuri, (nd: 10); and López de Sebastián, (2014: 19), have the same opinion to this and states that, "90% of the Project Managers' time goes in carrying out a variety of communications". Project Communications Management is the application of these broad concepts to the specific needs of a project—for example, deciding how, when, in what form, and to whom to report project performance. Communications planning determine the

information and communications needs of the stakeholders i.e., who needs what information, when will they need it, and how will it be given to them (Nothhaft 2010: 131).

According to Pop, Pop and Dumitrascu (2014: 1563), one of the most important factor for success in project management is internal communication. It is one of the instruments that Project Managers use when making correct decisions to implement the right strategies and finish a project on time and within budget (Method 123, nd: 9-10). Pop, et al. (2014: 1563), advocates that, if project managers are to hand the project deliverables correctly, measuring internal communication and keeping track of its development, then they need to be good Communication Managers. Internal Communication helps improve the projects' deliverables by making sure that everyone in the project understood their roles correctly (Kerzner, 2003: 751).

Bauer, (2012: 17) is of the opinion that miscommunication on projects can lead to frustration, drama and project specifications that are not delivered. Therefore, to avoid these, the project manager needs to be a good communication manager. According to Cobb (2006: 17), communication is the leading problem in relationships and that is similar experience with project teams. Chong (2007: 207) states that, even though communication is often dismissed as a soft skill, it is a benefit to get it right. Razack, Meterissian, Morin, Snell, Steinert, Tabataba & Mac Lellan (2007: 447) allude to the similar point, that communication skills have been traditionally viewed as soft skills, where trainees learn them through role modeling and observations of the norms associated with each behaviour by supervisors and peers close to them. Backlund, Chronéer and Sundqvist (2015: 270) further suggest that project managers therefore need to have and (utilise) the correct balance of people skills, organisational structure and hard technology to encourage effective communication in a project. According to Cobb (2006: 33), poor communication management has huge financial and emotional implications on the livelihoods of the people well beyond the immediate project. López de Sebastián, (2014: 19) states that "communication not only remains in the message itself, but also in its "wrapping," which also brings a message. He further made reference to communicating as business transaction and state that, not communicating means not selling; that is why he regards strategic, well-planned communication as profitable.

It is of vital importance for a project manager to use any kind of communication effectively. Li (2012: 69) gave examples of how the use of social media worked for the businesses that use it for promoting itself or marketing its products and services, and how President Obama used social media during his campaign and won the election and how his office is using social media to reach out to the public. Mutz, and Martin (2001: 98) state that, one of the communication techniques that are increasingly being used for marketing business is using social media. Christensen, Fırat and Torp (2008: 428) point out that, more research needs to be conducted for the evaluation of communication effectiveness in projects so that all these

can be explored. Henderson, (2008: 48) made reference to the minimal amount of previous researches done, the nature of communication competence in managing projects has not received enough attention compared to studies of communication processes such as:

- Feedback,
- getting agreements and
- Influencing others.

She further noted that, the integration that has occurred in these studies with existing communication theories has resulted in knowledge about the underlying behavioural dynamics of competent communication that is inadequate, especially as it relates to important project and organizational outcomes. Henderson, (2008: 57) is of the opinion that encoding communication significantly contributes to team member satisfaction and productivity. In the dynamic and evolving world of project management, communication remains constant as a desirable and critical competency for managing projects. Ghosh, Satyawadi, Joshi, Ranjan and Singh (2012: 195) state that past research listed listening as the second most important attribute required for the project manager to be successful in managing projects. According to Frehsee, (2013:16), 1 in 2 projects that fail to meet business intent do so as a result of ineffective communications.

1.2.7 Performing vs. Non performing Organisations

Bourne (2010: 22) states that communication is a two way process that yield in common understanding. Furthermore, those organisations that understand it are likely to have smooth internal and external communication. If they need to agree, disagree or resolve anything, then it's on facts. Some research findings on comparisons done on performing and not-performing organisations are as follows:

Table 1.2 Performing vs. Non performing Organisations

Dimension	Performing organizations	Non-performing organizations
Delivering project communications in a timely manner	79%	42%
Providing sufficient clarity and detail	75%	34%
Manner in which the company ranks project communication management	94% and as critical and very important.	74%
Finishing projects on time, on budget and in line with goals	80%	16%

Source: (Frehsee, 2013: 17)

The amount of effort in percentage put by organisations on communicating effectively equals the amount of projects being completed within budget. "+17% Effective communications are associated with a 17 % increase in completing projects within budget" (Cobb 2006: 17). In terms of message delivering the comparisons of the organisations were as follows:

Table 1.3 Frequency of the delivering of message

Delivering the message	High performers	Low performers
Objectives	73%	36%
Budget	75%	38%
Schedule	81%	49%
Scope	76%	36%
Outcomes	83%	39%
Benefit/Strategy	64%	25%
Timely Manner	79%	42%
Sufficient Clarity & Detail	75%	34%
Non-technical Language	72%	39%
Appropriate Settings or Media	77%	40%

Source: (Frehsee, 2013: 17)

According to the data in the table 1.2 above, high performers communicate more frequently than low performers in all ways of delivering the message. These numbers are an indication of the importance of frequency of communicating in the organization and shows that clear communications result to organizations having a powerful edge. They also show that projects are at risk losing $75 million for every US$1 billion in spending (White Paper, 2013:2).

1.2.8 Barriers to Effective Communication

Fellows, Langford, Newcombe and Urry (in Tone, Skitmore and Wong,2009: 343) management of projects knowledge and expertise that is technically, socially, politically, economically and culturally relevant is necessary in order to develop effective strategies. They further refer to communication as one of the most neglected parts of international operations, and lack of communication has been cited as the biggest major reason for the failure of projects to meet their expectations. Agarwal and Garg, (2012: 40-41) cited communication barriers as follows:

- System design,
- Physical barriers,
- Attitudinal barriers,
- Ambiguity of Words/ Phrases,
- Individual linguistic ability is also important,
- Physiological barriers, and
- Presentation of information

Frehsee, (2013: 17) rated the communication barriers from the most important to the list important barrier in the following table.

Table 1.4 Barriers to effective communication—summary of content analysis

Rank	Barriers	Frequency
1	Poor work ethics, culture and practices	57
2	Political and personal agendas	27
3	Cultural beliefs and practices	27
4	Concept of time	26
5	Poor standards, quality, and health and safety	23
6	Top-down bureaucracy and bureaucratic red tape	20
7	Lack of technical competence	24

8	Lack of resources	19
9	Lack of flexibility and sustainability	18
10	Lack of trust and confidence	15

Source: (Frehsee, 2013: 17).

They listed a lot more barriers of which differences in personalities were ranked the last and 26th barrier they cited. Razack et al., (2007:446) found out that different disciplines identify the same communication barriers. They are of the opinion that communication skills training could be beneficial in trying to lessen the impact caused by the communication barriers. Cervone (2014: 76) put emphasis on the creativity of communicating to different people in a project, as it will lead to the success of the project. Woods (2000:41) agrees with the importance of communication training and highlights its benefit in the community policing where face-to-face conversations are required.

1.3 PROBLEM STATEMENT

A research problem is about the difficulty that the researcher encountered in the context of either a theoretical or practical situation and to which he/she wants to obtain a solution (Welman, Kruger and Mitchell, 2005: 14). It is a concise description of the issue that needs to be addressed by researching briefly as a question or a statement indicating what is to be studied. The communication system in the Police Force is strictly a top-down instruction where feedback from the subordinates is seen merely as acting as per instructions. This kind of communication does not always yield good results. Schultz and Schultz as cited by Christensen, Fırat and Torp (2008: 426) suggest that too often rigid organisational structures inhibit integration, and communication is the means through which organisational departments or units are integrated. In another study Niemann-Struweg and Grobler (2007: 71) concur and assert that for organisation to guarantee interactivity with all stakeholders and the environments in which they function, it should time and again monitor and become accustomed to the greater environment in which it functions. There is therefore a need for generation of informal communication environment that supports innovation, learning and freedom of speech on top of official horizontal communication forums.

Jowah (2014:45) posits that a research gap must be identified with clearly defined variables if there will be a justification to carry out the research after literature review. The research seeks to identify areas of weaknesses and strengths in the hierarchically bureaucratic structure of the academy at Phillipi in Cape Town. The problem statement is actually the object of the research to be conducted, and the research seeks develop a model that can be used institution wide enhance communication. To achieve this, the researcher will be conducting this research to: critically evaluate the existing communication management strategies used at the SAPS Basic Training Academy. The study undertakes to identify, highlight, assess and explain the importance of effective communication in a Police Academy. This research will also point out how effective communication can be used to

improve projects. In view of the way communication is practised in the police force, the situation prompted the researcher to investigate how effective communication can be used to aid in the smooth running of the programmes.

1.4   RESEARCH OBJECTIVES

The aim of this research is to discover and explain the understanding and the use of effective communication management in one of the SAPS Basic Training Academies in the Western Cape. The problem of communication at this SAPS Academy there is lack or improper use of communication strategies. The researcher aims to develop guidelines for the management and staff members on how they can create effective communication channels in the Academy. Denscombe (2002:25), explain that the purpose of research should be stated clearly and explicitly. The purpose of research also indicates the focus and direction of the research and provides criteria for the evaluation of the outcomes of the research.

The objective of this research is to:

- Examine how the management and staff in the Police Academy can break the communication barriers created by hierarchy and bureaucracy.
- Examine how poor communication of information impacts negatively on the operations at a police academy.
- Highlight how proper and timely communication can improve operation in the Academy.
- Identify and make recommendations on the ways the management and staff at the SAPS Academy can improve communication.

1.5   RESEARCH DESIGN AND METHODOLOGY

According to Mouton (2001:55) "a research design is the researchers plan to conduct research". An empirical research was chosen by the researcher, because the focus is on human behaviour as explained by Mouton (2001:55). Empirical research is the production of knowledge based on experience or observation (Maxfield and Babbie, 2008:6). The qualitative research will be used to conduct this study. Leedy and Ormrod (2005:133) state that the qualitative research procedure focuses on the phenomena that occur in the "real world ". It involves the study of the observable fact in all their complexity. Welman and Kruger (2002:178) argue that it is wise for a researcher who is concerned with explaining people's behaviour to conduct his/ her research using qualitative research.

According to Devlin (2006:42) before the researcher starts collecting data he/she must ask him/herself whether the data that is collected can be analysed in such a manner that it will answer the research questions. Bachman and Schutt (2007: 258) are of the opinion that

qualitative methods can be used to enrich experiments and surveys. They refer to three distinctive research methods which are.

- Participation observations
- Intensive interviewing and
- Focus group

Matthews and Ross (2010:13) argue that research design does not depend on whether the researcher chooses qualitative or quantitative research but that the decision should be based on the research questions. The researcher chose the qualitative approach to obtain new information which is contextual to address the research questions.

This study also possesses an element of exploratory research. This is the case because it can be used to get other areas of study by other researchers. As the problem statement indicates there is a need for improvement of the way in which managers and staff members communicate with each other. The researcher therefore needs to explore how the team members as well as managers view the way they communicate vertically or horizontally; formally or informally.

Case study: This research will be an intrinsic case study. It is there to understand the individual case of the Academy being studied. According to De Vos, Strydom, Fouche, and Delport, (2005: 272) case study can be considered as exploration or in-depth analysis of the bounded system or a single or multiple cases over a period of time.

1.5.1 Target Population

According to Welman and Kruger (2002: 46), when research is conducted data is collected from subjects to solve problems. The target population for this research will be all 147 employees at one of the SAPS Basic Training Academies in the Western Cape as specified in the background of this study. These employees are affected and affect the communication in the organisation being studied. At any workplace communication is required for the smooth running of the activities performed. If there is no proper communication then the productivity of the employees is affected. They have the first-hand experience in how management of communication is done at this organisation.

1.5.2 Sampling Techniques

The researcher will draw random samples from the respective components as indicated above. The sample will be 84 participants from the population. The size of the sample is kept small because financial constraints and the fact that the research has an exploratory nature. This research can be used to find the problem to be studied. The sample that will be chosen must be representative of the population for the study. Welman, Kruger and Mitchell, (2005: 57) state that, the sample selected must be an accurate representation of the

population in order that the results be generalized. The 84 staff members will then be given the questionnaires as they were available and willing to participate. De Vos,et al.(2005: 200) stratification is used to deal with specific people on specific levels in the organization. The sample will be drawn according to the number of persons in that unit.

1.5.3 Data Collection Techniques

Primary data is data that is closest to the truth, and is often most valid, the most informative and the most evident; supplemented by a layer consisting of secondary data which are derived not from the truth itself but from primary data instead (Leedy and Ormrod, 2005:89). The researcher will use primary and secondary data to conduct research and answer research questions.

1.5.4 Interviews

The researcher will conduct structured interviews as a way of collecting data as described by Kruger and Wellman (2002:160). Structured interviews are also referred to as formal interviews or standardized interviews (Tewksbury and Mustaine, 2004:118). In structured interviews a collection of data of smaller questions are derived from the research questions. This is referred to as the interview schedule. Tewksbury & Mustaine (2004: 118) explain that during structured interviews the researcher identifies questions that are comprehensive enough to obtain information relevant to the topic. Structured interviews are fixed in format and contain a predetermined list of questions. The responses of the respondents are noted by the researcher as he puts the questions to the respondents.

1.6 DATA ANALYSIS

The collected data will be the categorized, edited, coded and analysed using SPSS software. This has been chosen since it is user friendly and will assist with converting the data to graphs, charts and other formats that may be used to store and interpret the data. Content analysis will be used to analyze data from the official documents dealing with the observable fact. Welman and Kruger (2002:194), states that content analysis can be conducted from the response of open ended questions and instructed aspects of the interviews in order to report the content of the interviews in a quantitative way, in addition to making quantitative analysis of the essence of the content. This is done through asking open ended questions and instructed interviews to report in a qualitative manner and making a qualitative analysis of the content of the interviews (Welman and Kruger, 2002:195).

1.6.1 Methods Used to Ensure Validity and Reliability

According to Westmarland (2011:39) truth is often discussed as the studies validity, the conclusion must seem to answer the question that the research aims to answer. Content validity ensures that items match what is being evaluated. According to Leedy and Ormrod (2005:28) the validity of a measurement instrument measures what it is supposed to measure.

Validity: To ensure validity the researcher will focus on the aims of the research and the research questions, making sure that the truth will be revealed in obtaining research evidence. Validity is referred to as the degree to which a tool is doing what it is intended to do (De Vos, Strydom, Fouche, and Delport 2009: 160); the questions actually measure what they say they measure (Greenfield, 2002: 174); degree to which a measure evaluates what it claim to measure (Fink, 2005:111).

Reliability: The researcher will focus on the research problem to find answers to address these concerns. The research design is a critical instrument in the ensuring of reliability of data analysis. Reliability of the measurement procedure is the constancy or dependability of the measurement (De Vos, et al.2009: 163). The measuring instrument must have the ability to produce consistent numerical results each time it is applied. It does not fluctuate unless there are variations in the variables being measured. The researcher will acknowledge all sources from which information was obtained, this will ensure credibility for the research to be conducted. Greenfield, (2002: 174) states that, reliable question is one to which respondents give the same response in different occasions.

1.7   ETHICAL CONSIDERATIONS

Ethical guidelines will be followed by the researcher. The researcher will take into account the general guidelines for ethical research by Cape Peninsula University of Technology (www.cput.ac.za, 2015: 2). The rights of the participants with regard to respect for human dignity, the safeguarding of confidentiality or anonymity, and the right to information will be upheld by the researcher. The researcher will look into the four categories, as discussed by Leedy and Ormrod (2005:101). They further point out that, whenever people are the subject or focus of an investigation the researcher must look closely at the ethical implication of what they are planning to do. They discussed ethical consideration as follows: Protecting from harm, Informed consent, Right to privacy and honesty with professional colleagues.

1.8   CONCLUSION

According to Denscombe (2002:43) the research must be relevant to the research questions and be applicable as a solution to existing problems if it is applied research. Welman, Kruger and Mitchell (2005: 274) propose that the research must contribute to current discussions in research circles and contribute new knowledge to the debate. This research will aim to

observe and evaluate the ways in which the management and staff communicate with each other. This may be able to facilitate the understanding of the importance of effective communication, be it vertical or horizontal, formal or informal. This could lead to the projects that are finished on time, on budget and that will have all the benefits of a performing organisation that are discussed in the background of this proposal. Regardless of the method that may be used, communication is primarily about conveying meaning whether verbally or nonverbally. Communication plays the essential role of building or destroying trust in the or between the communicating parties. In organisations all forms of communication (verbal, non-verbal and written) are used and this is important for the relationships. Unfortunately, too often communication has to be in written form for records purposes, and this is considered more reliable as it will not be easy to change.

1.9 CHAPTER CLASSIFICATION

Chapter 1: This chapter introduces the topic and title of the study by providing the introduction, background to the theoretical applications through literature review followed by the problem statement, research objectives, research design and methodology, population, sampling, data collection and analysis including ethical consideration.

Chapter 2: This chapter addresses the first part of the theoretical aspects on the role and functioning of communication, the different forms and models of communication and how that fits into the functional structure under study.

Chapter 3: Discusses the importance of effective communication, the pros and cons of communicating or not communicating effectively and Development of a Communication Model.

Chapter 4: Introduces research methodology, research and data collection methods, construction of the instrument, research designs, and the type of data collection instrument, the design of the instrument.

Chapter 5: Research results, the raw data with the tables and graphs and explanation of the diagrams emanating from the statistical analysis.

Chapter 6: Conclusion and the recommendations; discussion of limitations, identification of future study areas and overall the new knowledge to be contributed to the body of knowledge.

CHAPTER 2

VARIOUS ROLES IN AN ORGANISATION THAT COULD INFLUENCE PROJECT COMMUNICATION

2.1 INTRODUCTION

In projects there are many activities, which require coordination. For anyone to be able to successfully coordinate those activities, they need some form of communication. In all organisations different people have different specialisations which determine the role they play in ensuring that tasks are accomplished. The structure of the organisation and the different roles and functions play by different individuals put together eventually determine the culture in the organisation. According to Emerson (in Pop, and Dumitrascu, 2013: 1563) organisational culture can thus be defined as "the integrated pattern of human behaviour that includes thought, speech, action, and artefacts and depends on man's capacity for learning and transmitting knowledge to succeeding generations". Organisations therefore develop a particular way of doing things, and needless to say that communicating becomes the single most critical element of the transmission of that culture from individual to individual, department to department, and generation to generation.

2.2 COMMUNICATION

Robbins, Judge, Millett and Boyle, (2011: 315) define communication as imparting information or exchanging information by speaking, writing or using other media; process by which individuals share meaning, it offers means of creating and implementing behavioural changes both within and without an organisation. Agarwal and Garg, (2012: 40) state that, it is classified into two groups; formal and informal. The types of formal communication they mention are "up to down", "down to up", "horizontal" and "cross" communication. Anon, (2014: 14) consider communication as having many dimensions:

- Written and oral, listening and speaking.
- Internal (within the project) and external (to the customer, the media, the public, etc.).
- Formal (reports, briefings, etc.) and informal (memos, ad hoc conversations, etc.).
- Vertical (up and down the organization) and horizontal (with peers and partner organization).

Oral communication, while primarily referring to spoken verbal communication, can also employ visual aids and non-verbal elements to support the transfer of meaning (Agarwal and Garg, 2012: 40). According to Rocha-Lona, Garza-Reyes and Kumar (2013: 137), there is a need for the communication to flow in all directions up, down, and lateral within an organization, as the quality management depends on that flow of communication. Choudhuri, (nd: 10) state that, communication is a broader subject and involves an important body of

knowledge that is not only used at project context, for example: Sender-receiver models— feedback loops, barriers to communications; choice of media; writing style; presentation techniques and Meeting management techniques. An illustration of communication process is outlined in the following diagram.

Figure 2.1 Communication Process
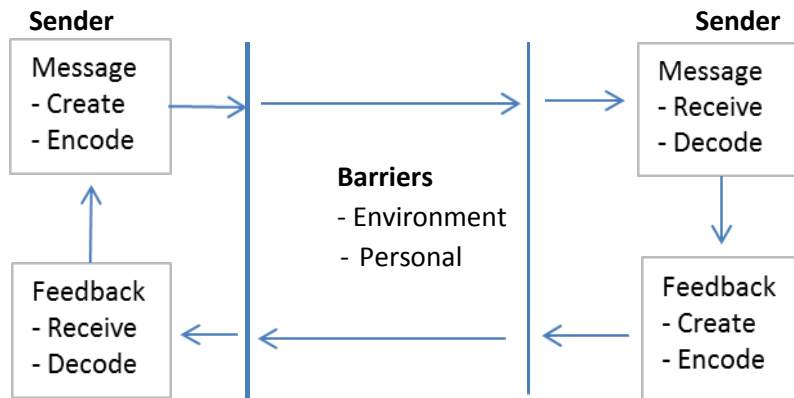
Source: (Own construction adopted from Guo and Sanchez, n.d)

2.2.1 Encoding

According to Crescent (2007: 292), encoding occurs when a person translates the information on what they want to inform the receiver into a series of symbols for communication. According to Cervone, (2014: 74) encoding requires all parties to communicate their needs and desires. The person who is sending the message attempts to establish mutuality of meaning with the receiver by choosing symbols, usually in the form words and gestures, which the sender believes will have meaning for the receiver (Crescent (2007: 291). There is a need to have the monitoring and evaluation of the communication message, which refer to determining if the message is interpreted correctly or not (Delport, et al. (2014: 29). Communicators therefore have to ensure that they have mechanisms in place to ensure feedback from decoders/ receivers of the communication.

2.2.2 Decoding

Barnlund, (2008: 48) refers to decoding as the process in which the receiver interprets the message and translates it into meaningful information. Crescent, (2007: 292) breaks down the process into two steps; the receiver must first perceive the message and then interprets it. The more the receiver's decoding matches the sender's intended message, the more effective the communication will be. It is important for a project manager to fully develop the skills of listening and effectively receiving information – listening to questions and opinions from team members, and being able to fully understand and interpret communication from all the project stakeholders (Steyn, Carruthers, du Plessis, Kruger, Kuschke, vanEck, and

Visser, 2013: 22), that then contributes to the effective communication (Guo and Sanchez, n.d.:1).

2.3 IMPORTANCE/ ROLE OF COMMUNICATION

According to Bartels, Peters, de Jong, Pruyn and van der Molen, (2010: 212), research findings states that, communication climate plays a role in influencing perceived external prestige (reputation). When the communication climate is attractive; encourages active participation, involvement, and information sharing for each employee, it can contribute significantly to the long-term success and build a strong corporate reputation (Meng, 2014: 378); it can give a sense of shared vision, job/personal satisfaction, the development of a service focus, empowerment, commitment, and loyalty (Asif and Sargeant, 2000: 309). Hamel (2014: 20) shows the importance of communication in his illustration of how it must be coordinated for the entire community to be well informed. According to Henderson, Cheney, and Weaver (2015: 14), regards communication as more than just a function or a role in the organisation, but as inactively shaping the organisation itself.

Ashforth, Harrison and Corley (2008: 327) state that, research has identified the fundamental role of communication in organizing. Delport, et al. (2014: 39) is of the opinion that, even though there is a need for the internal communication policy to be drafted, communication should be established as a core business value and be advocated on all levels. Umphress, Bingham and Mitchell, 2010: 773) suggest an open systems approach to communication to be followed and a Communication Manager appointed on managerial level.

In cases where the project manager cannot avoid projects' scope changing, those changes must be communicated quickly; communication plans have to be flexible to meet the current needs and challenges of the project (Frehsee, 2013: 16). A good communication plan should be more inclusive and versatile, and should encompass communication with: Employees, Community, First responder, Service providers, Suppliers, Customers (Hemel, 2014: 21). In order to keep everyone on the same page, the project manager must use more than one form of communication, e.g. emails communications plans and revises as necessary (Micheal and Matous, 2011:89). He must make sure that the whole team is aware of the latest updates, preventing wasted efforts, in terms of spending time on a deliverable that's no longer in scope or on a strategic goal that's no longer valid.

Papasolomou, (2006: 196) has listed a number of advantages for an organisation that communicates e.g., improved employee retention, stronger individual performance, better teamwork, more effective overall communications and will have empowered employees. Previous research shows that empowered employees are more productive, more competent, more committed, more satisfied and innovative, while they create high quality products and services than non-empowered employees (Men, 2010: 16-18). Johansson and Heide (2008:

292) refer to communication as a tool that many writers in the field stress as the vital role in change processes.

Asif and Sargeant (2000: 300) listed a variety of additional roles of communication, such as: improved insight, an understanding of the company's objectives and goals, reducing employee resistance, reducing the chances of misunderstandings, discrepancies and conflict, within and between internal departments, and make organizational members feel more included, committed and in control of the situation. Proctor and Doukakis (2003: 268-174), agree and add that it overcome ambiguity, uncertainty and provides information and power to those who are subject of change. Johansson and Heide (2008: 292), suggest that implementation problems will disappear if and when organizational members are offered information and thereby understand the change and their role in the process. (Burger, 2007:304), maintains that one goal of communication during a change process is to prevent or reduce resistance to change, and thereby lay the foundation of an effective implementation. He further asserts that, people's uncertainties are reduced, and thereby readiness for change is therefore created. Communication is thus the very medium within which change takes place (Men, 2010: 18).

2.4 ROLE OF A PROJECT MANAGER IN PROJECT COMMUNICATION

Pop and Dumitrascu (2013: 1563) posit that it is important for a project manager to be a good communicator if the execution of the project is to be successful. The project manager is the leader has the responsibility of designing the communication plan, and maintaining or managing it to allow for efficient flow of the information. As acceded to by Bambacas and Patrickson (2008: 52), we live in an era of constant change with an ever eroding corporate loyalty, interpersonal communication skills become necessary to promote employee attachment to the organisation. The project leader becomes the indispensable link between the project team and the external stakeholders (West, 2010:9), and yet still needs to keep the internal flow of information active (Aapaoja, Haapasalo and Söderström, 2013: 5). Internal communication is pivotal to the effective and efficient execution of the project, since information is required for the coordination of the operations. According to Bartels, et al. (2010: 213) a good internal communication also creates the need of the project members to belong to a team more than just a group. Poor communication of the relevant information leads to different understandings and expectations from the project practitioners (McManus and Tennyson, 2008: 59) as they will have different views about the same thing (Myers, 2001: 219). Difference in expectations inevitably leads to conflicts and unnecessary misunderstandings with people being unprepared when changes occur. Neilson, Martin and Powers, (2008: 63) concurs and postulates that adequate information should be relevant to the individuals and should be supplied with the correct depth and breadth for the sake of effective execution of the project.

Given the ever-changing nature of the project climate (Paul, and Anderson , (2015: 791), it is necessary that the project manager and the project team members be well informed about all the aspects of the project for them to make proper decisions on the way forward. The presence of a well thought out and properly implemented communication plan becomes the thread that binds all the operations and different tasks into one project. Ylitolva, (2015:10) refers to communication as the common thread that holds the project together and keeps it from falling apart.

Corven (2014: 77) suggests that the project manager should convene meetings on a regular basis and establish (implement) a consistent mechanism for keeping all parties involved, informed and updated. Emphasis should be laid on action items or decisions that need to be made rather than status reports only. The status reports, though very important, should be used to decide on progress for the project (McQueen, 2009: 1) and can be distributed before the meetings to expedite the discussions at the meetings. The meetings should be made exciting to allow for participation of the practitioners, and this leads to effective communication (Ylitolva, 2015: 12). The focus should be on joining the different WBSs' activities and assembling the fragmented operations into one project, for this information is necessary, thus communication is key to all these efforts. It is important to balance the forms of communication used considering the different methods available (Corven, 2014: 77). The varieties available are; face-to-face meetings, video conferences, telephone calls and presentations. These are thought to be more engaging than passive methods such as podcasts, e-mails, blogs and project newsletters. It is easy to interrupt passive methods and they are less likely to allow the recipient to focus attention on the topics at hand. Nonetheless, the advantage of passive methods is that they can be made available on demand (Raciti and Dagger, 2010:104) and therefore more adaptable to a person's schedule. Therefore, passive methods certainly have their place in the project's communication plan, but they should be used sparingly and with stakeholder groups (Malmelin, 2007: 300) that are likely to use these means for communication outside of the project as well.

The direction of the communication flow among the components of the project can be determined by analyzing the work breakdown structure (WBS) of the project (Pop and Dumitrascu, 2013: 1564). Communication flow from team members to managers provides feedback on how well the project is evolving and also through this type of flow; members can express their own views and report their performances to their managers. This "down-top"communication if down correctly judiciously may work well, in which case it will provide and enable team members to participate in the decision-making processes of the project. Tourish and Robson, (2004: 151) argued that upward feedback; upward communication and open-door policies deliver significant organisational benefits, like:

✓ the promotion of shared leadership, and an enhanced willingness by managers to act on employee suggestions;

✓ a greater tendency by employees to report positive changes in their managers' behaviour;

✓ actual rather than perceived improvements in management behaviour following from feedback, beyond what could be attributed to regression to the mean;

✓ a reduced gap between managers' self - ratings and those of their subordinates and

✓ the creation of improved forums for obtaining information, gathering suggestions, defusing conflict and facilitating the expression of discontent.

Marwood, (2014: 1) is of the opinion that feedback is likely to flow mainly from persons in authority to their subordinates, more in the form of instruction than feedback to operational issues. Patil, (2013:1) suggest an ingratiation theory, resistance, fear of incompetence, indecisive superiors, message not heard and unwillingness to admit failure as some of the effective explanations for difficulties with upward feedback. This proposes that those with a lower level of status usually exaggerate the extent to which they agree with the opinions and actions of higher status people, as a means to gain influence on them. Ziek and Anderson, 2015: 791) concurs and asserts that they actively avoid bringing bad news to the bosses' attention, fearing that the manager may be angry. Effective organisational functioning is possible if people have a healthy disrespect for their boss (Marwood, 2016: 1) and feel free to express emotions and opinions openly. Researchers have therefore found that managers view the substandard and uncritical feedback they receive from subordinates as accurate (Ziek and Anderson, 2015: 792), sincere and well meant, and it is in line with their self-efficacy biases. Since they are therefore inclined to think that the inaccurate and ingratiating feedback they receive daily is accurate, they grow even less inclined to seek mechanisms that institutionalise critical upward feedback into the decision-making process (Men, 2006: 14).

For effective functioning of organisations, the ideal is to allow for truthful communication. Truthful communication is not diluted by the fear of victimisation for it to happen. Unfortunately, managers unaware to the workings of ingratiation dynamics may be more likely to fire honest communicators than they are to encourage them. Research evidence on employee commitment significantly supports the idea that is enhanced by general aspects of communication (Bambacas and Patrickson, 2008: 52), such as satisfaction, ideal climate, organisational information provision, relationships with upper-level managers and quality of communication. However, little attention is paid to interpersonal communication skills that managers need to enhance their subordinates' commitment to the organisation. Allen-ile, and Eresia-Eke (2008: 24) state that for small businesses, employee participation in

organisational processes is very important in order to improve individual and organisational performance levels.

Generally, such a participatory approach to management results in: (a) higher levels of employee commitment to the pursuit of goals, which engenders improved performance; and (b) leads to a consequent reduction in the business's tendency to default on loan repayment. Tourish and Robson (2004: 152) suggest that, organisations that do not utilise upward communication systems sufficiently, whether positive or negative comments, pay extensively for their inability to get correct and accurate information. In the absence of correct information, the quality of decisions of the decisions made by top management on a host of issues is poor resulting in poor organisational performance (Stephenson, 2012: 37). A large part of decisions made in most organisations with a down-top communication system fail (medium to large-sized organisations) and this is attributed to inadequate, inappropriate and irrelevant information available at decision making stage. Ziek and Anderson, (2015: 791) posits that appropriate decisions are more likely when managers stated the importance of accurate information setting the objectives outset. If the objectives are communicated effectively to the subordinates and a request and protection provided for providing correct information (New Media Learning, 2011: 7), the information is passed without fear or favour from the subordinates. Like the management, the subordinates equally want to see the organisation succeed with them as part of the solution to the problem. It can thus be concluded that upward feedback is enhanced when there are effective participation systems in place.

The above research is consistent with work conducted into what has been defined as groupthink (Eaton, 2001: 183). This has found that groups insulated from critical outside feedback develop illusions about their own invulnerability, excessive self-confidence in the quality of their decision making and an exaggerated sense of their distinctiveness from other groups. It follows that a group like this will also have a tendency to disparage criticism from outside its own ranks (Hallgren, 2010: 95), since it will conflict with the group's ideal self-image and depart from its well-entrenched norms. The absence of feedback may become a vicious cycle, and the likelihood is that;

1. poor decisions will be made since the information is wrong,
2. group responds by belittling or denying the existence of crisis,
3. feedback on the crisis is ridiculed as coming from contaminated sources outside the Magic circle of key decision makers, and
4. those attempting to offer feedback respond by minimising much needed future critical feedback (Eaton, 2001: 184).

In turn, this is likely to further reinforce the conviction of those at the top that (rogue indicators aside) things are actually much better than they are, and that the group does not require additional outside input.

Hoogheimstra, (2000: 57) discusses the concept of Corporate Social Reporting which is aimed at influencing people's perceptions about the company. This occurs when management is willing to report "good news" but reluctant to disclose "bad news", implying that social and environmental disclosures are to a large extent glorifying themselves. Tourish and Robson (2004: 164) state that, the role of senior managers is critical to setting the tone, and enforces unpreventable obligations. On the same note, Allen-ile, and Eresia-Eke (2008:15) point that management is critical to the success or failure of businesses because it is concerned with the achievement of goals. To achieve the goals, there is a need for human resources outside of other sources, and human resources are mobilised through effective communication. On Ko (2005: 352) asserts that the manner or style by which a business is managed would be expected to impact upon its performance. Allen-ile, and Eresia-Eke (2008:17) suggest that, the success or failure of small businesses is, in most cases, down to the manner in which the business is managed. Erdem, (2003: 230) posits that, it should be understood and accepted that 80% of the manager's role involves communicating in meetings, consulting, instructing, looking for information, etc. The manager plays a pivotal role in the functioning and the ultimate success or failure of an organisation or firm (On Ko, 2005: 351), this therefore underscores the indispensability of effective management and leadership. Thus the managerial characteristics and competencies are the major determinants of the direction to be taken by an organisation in its quest to meet its objectives. Thus the performance of small, medium, and large businesses or their organisational outcomes are inextricably tied to effective management (Erdem, 2003: 229). Effective management as alluded to in preceding reviews is centred on the ability of the management to utilise 80% of their time doing what is necessary for the progress of the organisation – and that is communicating. Otter and Emmitt (2007: 409) subscribe to the same idea, and posit that for team communication to become effective, there is a need for clear guidance from management and involvement and commitment from all team members. This is achieved through the use of various communication tools as listed above, and managers need to have adequate communication skills to keep the project team together.

2.5 ROLE OF ORGANISATION IN PROJECT COMMUNICATION

The manner in which an organisation is structured, its policies and the reporting lines plays a role in its communication processes. Holtzhausen, (2002: 326) suggests that, organisation structure determines task allocation, reporting lines, and formal coordination mechanisms and interaction patterns. Christensen, Fırat and Torp (2008: 426) point out that, it is clear that, the "command and control" structure of many organisations will not let them integrate;

and will not make it possible for them to combine or merge the systems, activities, people or much of anything else. They also state that, everyone and everything has been put in a box, and these boxes are connected with solid lines (and, in some cases, dotted ones). Furthermore, the firm has enclosed itself on those lines that have become the strait-jacket; where there is no movement, no change, and no chance for integration. Schultz and Schultz as cited by Christensen, Fırat and Torp (2008: 426) suggest that too often rigid organisational structures impede integration, and communication is the means through which organisational departments or units are integrated. In another study Niemann-Struweg and Grobler (2007: 71) concur and assert that if the organisation wishes to ensure interactivity with all stakeholders and the environments in which they function, it should time and again monitor and become accustomed to the greater environment in which it functions.

These days, it is widely acknowledged that integrated communication has significant organisational consequences as it impacts directly on organisational structures and cultures (Christensen, Fırat and Torp, 2008: 432). There is further mention of lack of horizontal communication as a structural problem that is often revealed in job descriptions, professional affiliations and departmental structures. In many instances organisational structures, pigeon-hole employees into narrow roles with little overlap and little insight into the functions and concerns of their colleagues. They view the employees as allocated to "separate islands of communication"; different and sometimes competing organisational departments, have few incentives to communicate and to learn from each other. Christensen, Fırat and Torp (2008: 427) argued that, horizontal processes are necessary to overcome the barriers of specialisation and hierarchical structures that prevent managers in different functional "silos" from aligning their activities and approaches toward the market. Pop and Dumitrascu (2013: 1566) argue that healthy communication climate can be secured if both the formal and the informal dimensions of horizontal communication are used. The researchers further emphasize the value of generating an informal communication environment that supports innovation, learning and freedom of speech on top of official horizontal communication forums. Horizontal communication would entail aspects such as cross-functional, cross-divisional and cross-geographic meetings. Holtzhausen, (2002: 327) argues that, even though communication, involvement and satisfaction in decentralised organisations are higher, it takes more effort to coordinate and control. The argument can thus be made that the public relations function, particularly in terms of its internal communication responsibility, should be decentralised to the lowest level where organisational decisions are made, even if those decisions are more operational than strategic (Sakyi, 2010: 157). Niemann-Struweg and Grobler (2007: 71) propose a definite utilisation and implementation of Internal Communication (IC) at a strategic level within the organisation. Recommendations for internal communication for a new model were that, it:

a) should be based on a holistic perspective and posses strategic intent to ensure that IC is an organisation-wide endeavour;

b) should place strong emphasis on including key players beyond merely customers on all stakeholders of the organisation;

c) objectives should be aligned with the organisational goal and the strategic intent of the organisation.

d) Should be of an organisation that learns from its environment and stakeholders in order to build and nourish profitable relationships with the organisational brand.

e) should be of an organisation that constantly reposition itself and its strategic goal according to what is learnt from the environment in order to survive in dynamic, challenging circumstances.

f) focus should be on the relationships, structure and interdependence of the parts of the model, rather than on the parts themselves.

g) should be regarded as a business approach rather than merely another function of the organisation (Niemann-Struweg and Grobler, 2007: 70-71).

Hooighuiemstra, (2000: 57) refers to the concept of corporate identity as a strategically planned and operationally applied internal and external self-presentation and behaviour of a company. Legitimacy theory alludes to corporate social reporting with the objective of providing information that legitimises companies by intending to influence stakeholders' and eventually society's perceptions about the company. Mutz, and Martin, (2001: 97) mention a third benefit is of exposure to opposing view as legitimation of an undesired outcome. In such a way that the company is regarded as a good corporate citizen and its actions justify its continued existence (Bebbington, Larrinaga-González and Moneva-Abadía, (2008:371). It therefore refers to the way the organisation presents itself on an audience. This self-presentation of company may be developed in three ways, namely:

1. behaviour,
2. communication, and
3. symbolism.

He further states that, a company's behaviour is the most effective medium to create or harm a corporate identity. At the end of the day, target groups will judge the company by its actions even though it is acknowledged that providing information on the actions is also important. Hence it is also possible to emphasise particular aspects of company behaviour by means of communication and/ or symbols (Mohamed, Sylvain and Jacques: 2014: 286). Eaton, 2001: 183) refers to communication as the most flexible medium and that it can be used tactically, so that it may help to manage an organisation's relationship with relevant publics through the shaping of external perceptions - by echoing, enlisting and harmonising with other discourses. Bebbington, et al., (2008: 370) point out the importance of communication and symbolism as self-presentational device. Management wants to create an image that the

organisations' activities are legitimate by providing explanations, rationalisations, and legitimation for the organisational activities Hoogheimstra, 2000: 58). The organisation can attempt to become identified with symbols, values, or institutions which have a strong base of social legitimacy, using communication. E.g., he further illustrates how an environmental protest organisation like 'Earth First', which typically applies violence if necessary, and as a consequence has to face legitimacy threats after committing an illegitimate action – can use the negative publicity to its advantage by first decoupling from the action ("its committed by individuals, which were on Earth First! Members"), then justifying the action ("they were necessary to serve the life of the planet"), thereby also shifting attention from means to ends"), and finally using enhancements and entitlements (which emphasise the good intentions of the actions, respectively the successful outcomes which otherwise could not have been achieved) in order to arouse sympathy, which in turn secures the organisational legitimacy.

Rindell, 2013: 198) note that, it is important for a firm to have a good corporate image or reputation. He points that, it is evident that firms with good reputations can accomplish a number of things, like; charge premiums prices, enhance their access to capital markets, attract investors more easily, and have better credit ratings, which usually implies lower interest rates. For this reason, reputation can form a competitive advantage for firms. It seems that the quality of management, company's financial soundness and its demonstration of social concerns affect a firm's reputation (Lopez, Gotsi and Andriopoulos, 2011: 1603). In addition, it has been proposed that a spoken or written account of connected events may contribute to the building of a company's reputation. Therefore, we assume that firms can try to influence their reputation by engaging in corporate social reporting. However academic researches (in Allen-ile, and Eresia-Eke, 2008:14) noted some of the constraints as managers' lack of skill, competence, organisational ineffectiveness; inaccessibility to finance, poor infrastructure, weak policy support, low demand for products and difficulties in procuring materials for production purposes respectively. Research efforts in small business have, therefore, been mainly pre-occupied with the identification of the factors that constrain the growth of the sector.

The communication requirements within the project will change as the project goes through various phases (Cervone, 2014: 76). He furthermore states that, even though there are no hard and fast rules on how these change occurs, project team should regularly reconsider several questions the as the project moves forward. He discussed some of these changes as follows:

- Are we working with different groups at this phase of the project? If so, what is the plan to bring these groups up to speed on the project as they enter and leave

different phases? How will we adapt our communications to accommodate those changes?

- How are the requirements for information in the various stakeholder groups changing over the course of the project? Will more (or less) frequent updates be required? Will the modes of interaction need to change due to the information requirements of all parties?

Holtzhausen, (2002: 324), postulates that, it is now commonly customary that face-to-face or two-way symmetrical communication, is seen as the best model for internal communication and for building morale and job satisfaction in organisations. He also mentions that it emphases on relationship building. Saifi, Dillon and McQueen, (2016: 309) however points that, despite these new viewpoints on structure, bureaucracy remains one of the most dominant forms of organising and is often used in conjunction with other organisational forms. As a result, and despite the many efforts to understand organisational communication from different perspectives, many of the communication problems experienced in modern organisations can be attributed to the impact of bureaucratic traditions on communication processes (Sullivan 2008: 129). Fridrici and Lohaus, (2009: 300) point out that, as the models become more and more complex; the internal communication process becomes increasingly more pronounced because their steps require closer collaboration. Achrol, (in Christensen, Fırat and Torp, 2008: 432) predicts the environment of the future as one that will be characterized, remarkable by exceptional levels of "diversity", "knowledge richness", and "turbulence"; organisations need to organise themselves as highly flexible systems able to cope with instability, ambiguity and diversity. Allen-ile, and Eresia-Eke (2008:19) advocate that, an environment that promotes participation of employees will have higher levels of commitment when they want to reach the goals of the organisation (given that all parties were involved in formulating such goals/objectives). Christensen, Fırat and Torp, (2008: 432) posit that there is a call for flexible organisational arrangements and the importance of organisational responsiveness and adaptability is regularly highlighted. The bureaucratic structure does not usually result in job satisfaction, one of the key results of good employee communication (Holtzhausen, 2002: 324).

2.6 ROLE OF COMMUNICATION PRACTITIONERS (PUBLIC RELATIONS)

Nothhaft, (2010: 127) described communication management is as a second-order management function, i.e. a function which not only coordinates organizational performance by planning, organizing, controlling, but also institutionalizes certain concerns in the organization. Tench and Moreno (2015: 40) believes that allocating the roles of practitioners is critical in order to understand the skills, knowledge and personal attributes needed to be an effective Public Relations (PR) practitioner. They defined the roles of practitioners as those tasks or responsibilities given to communication practitioners by organisations to be

performed on a routine basis or in the event that they are required. They further state that these roles can be performed at different levels; from fulfilling broad objectives to completing specific small tasks that are the designated specialism of communication professionals.

Sun and Scott, (2005: 881) pointed out that, communication managers know of the mode they are operating in: are they first-order-managing the area under their direct and immediate responsibility, or are they second-order-managing the area of responsibility of others? Li, (2008: 1432) furthermore state that, because communication managers, especially those in an ambitious setting, are tasked with institutionalizing the communication concern in the whole organization, they will always need to trespass into the area of responsibility of others, but they can do it in one way or another. (Hoothhoofd, 2005: 21) listed the five functions of the management of an organization as follows:

Table 2.1 Functions of Management

No.	Function	Purpose
1	Pre´ voir	Prediction and planning
2	Organiser	Organising
3	Commander	Directing
4	Coordonner	Coordinating
5	Controller	Controlling

Source: Own Construction (adopted from Hoothhoofd, 2005: 21)

Gharajedaghi, (2007: 475) suggests first-order management may possibly be seen as a cross-sectional function which encompass the organization's performance functions. Figure 2.2 (below) show how cross-sectional function in an organisation occurs. Second-order management – labelled "CM" for Communication Management in Figure 2.2 – might be visualized as encompassing management, planning, organizing and controlling. This therefore means that, first-order management refers to influencing work of subordinates by "managing" it – for example by planning, organizing and controlling (Nothhaft, 2010: 132).

Figure 2.2 Cross-sectional Function
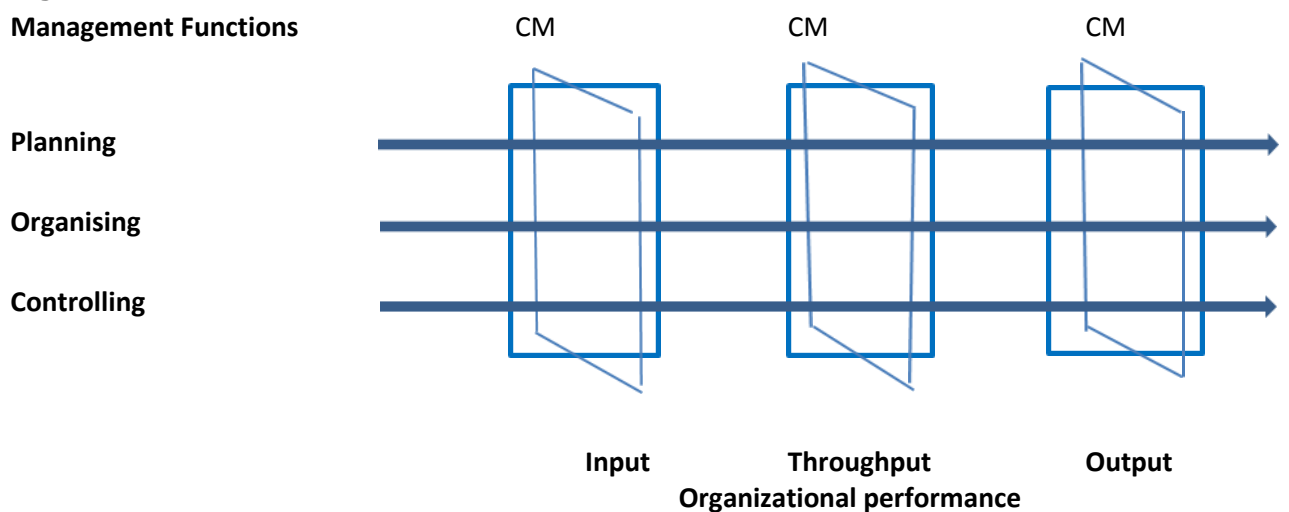
Source: (Own construction adopted from Northhaft, 2010: 132)

Sun and Scott, (2005: 881) refers to second-order management as influencing the managing of others, but not subordinate managers – it means influencing the planning, organizing and controlling of others. He further points out that, it is important in this line of thought, not to confuse second-order-management with a top-management that is out of contact with actual workers and concerned with managing mid-level managers. He states that, the difference is the fact that mid-level managers are subordinate to the top-managers. Styhre, (2008: 279) however, refers to second-order management; to as influencing the management process of your peers over which you have no functional authority. He further states that, the difference in communication management is that you:

- always depend on others,
- depend on others to be provided with the correct information on time,
- depend on being able to lead and be respected by others in a multi-functional team.

That is a core competence you'll need to bring to the job: an informal way of being in charge, so to say; even though you are not the one who is formally in charge. He further declares that, there is no such thing as second-order-management for CEOs because they have authority over every member of the organization (James, Kagaari John, Munene, Mpeera, 2010: 109). Furthermore, that means that CEOs could prefer influencing or questioning or challenging as a management style in contrast to directing, commanding and ordering. On the other hand, the difference is that, normally – within the organization – they have both options available for their use.

Bougoffa and Rach, (2013: 642) believe that the primary function of second-order management is to institutionalize certain concerns in an organization. Institutionalizing a concern is also what differentiates second-order management from politicking. Second-order management is in fact the exact opposite of politicking although on the surface level, when observed, it looks very similar (Walton, Burke and Oldroyd, 2009: 242). The difference lies in the fact that politicking is done primarily with a view to serving the interests of those engaging in it; second-order management is done primarily with a view to serving the company's interest by institutionalizing the respective concern. Nothhaft, (2010: 133) was however the very first to admit that this is, at first sight, a naive decisive factor, and those who are good at playing the game of politicking will always make it look as if it is played in the interest of the company. Nowacka-Leverton, and Bartoszewicz, (2009: 1095) emphasised that, the fact that it is difficult to tell the difference does not mean that there is no difference. He then cited the three roles of a communication practitioner as follows:

Table 2.2 Roles of communication practitioner

Roles of communication practitioner	Reasons why the communication managers are often assigned
Agent of common sense	Required to talk some common sense into parties quarrelling over some petty matter which might or might not leak to the public, they are inherently "common-sensical, communicative and consensus-oriented people; diplomats" and they are the ones to bring a new and different argument to any quarrel, namely the PR-questions: "Think about the effects on the climate in the company! Think about how it will look like to the outsiders of the organization! Think about what the media will make of this"!
The missionary	When the communication executive explained the company's brand values to the new entrants, he acted in a role that might describe as missionary. It is strongly related to the concept of the Champion, which is sometimes used in certain practices of Change Management
The buck's stop	"The buck has to stop somewhere". This role is a more passive, and more often than not imposed on the communication manager than actively taken by the manager himself.

Source (Own Construction adopted from Kanihan, Hansen, Blair, Shore and Myers, (2013:143)

Nothhaft, (2010: 136) pointed out that aforementioned roles of missionary, agent of common sense and the buck's stop, are rather weak roles belonging to another age. He further state that, at the present time, the communication manager should not only enjoy influence in the organization, but actually exercise power – and the difference, to make matters short, lies in the fact that influence means arguing, counselling and advising while power means directing, commanding, ordering. Smith and Place (2013: 168) draw attention to the scholar concerns about an inferior technical role for public relations practitioners. They state that, the question of integrating communications may be a question of power: whether the public relations function enacts influence, authority, or capacity to affect decision-making within an integrated organization. Public relations may gain the ability to put into practice influence through social media expertise and the interconnected structure of communications, in which practitioner expertise, information, and knowledge may lead to more influence (Grandien and Johansson, 2012: 211). According to Smith and Place (2013: 169) power also resides in the structure of an organization. They argue that the manager gains because of a structure, created by the division of labour and "departmentation" that characterize the specific organization and power of practitioner is also affected by organizational bureaucracy, hierarchy, and culture.

For the Communication Practitioners to be able to perform the roles discussed above, they need to have the following (Tench and Moreno, 2015: 42):

- **Skills:** Skills are the things practitioners are able to do in order to perform their job/roles effectively. The Corporate Communication Institute's Corporate Communication Practices and Trends 2005 Study (Goodman, 2006) lists 23 separate skills that form a "skill set necessary for success as a corporate communicator in a

global business environment". Of these, respondents identified writing as the core skill essential.

- **Knowledge -** is defined as what practitioners are required to know in order to do their job/role effectively. From a German perspective Szyszka describes knowledge in the field of PR as including scientific knowledge about communication, society, economics, psychology, technical aspects, law, politics, history, lobbying and aspects of strategic communication like analysis of problems, setting objectives, conception, realisation and evaluation.

- **Personal attributes -** also be known as "soft skills" or "employability skills". According to literature, they are defined as separate from competencies, but are important in terms of determining how well a competency is performed (Jeffrey and Brunton, 2011). For example Szyszka describes communication attributes such as "soft skills", leadership, the ability to work in a team, analytical skills to monitor issues, presentation skills, rhetorical skills, fluency in text and language, self-management, professional experience, fancifulness, creativity, loyalty; and expertise in subject matter and general education.

Hoogheimstra, (2000: 57) refers to corporate social reporting is a public relations vehicle aimed at influencing people's perceptions. Part of this proposition can be substantiated by Elkington's comment that 'a large part of companies engaging in corporate social reporting view their reports as public relations vehicle, designed to offer reassurance and to help with "feel-good" image building", an argument that was also made by Gray and others . Tourish and Robson (2004: 153) suggest that, PR manager must close the gaps between ideal and actual practice. They state that, communication audits could assist in finding out how much information people currently receive and what information they ideally would like. Tench and Moreno (2015: 40) note that, communication practitioner needs to utilise networking skills, have knowledge of legislative framework and social media skills.

2.7 ROLE OF TEAM IN PROJECT COMMUNICATION

According to Pop and Dumitrascu (2013: 1565) communication is a tool that will enable the team members to acquire the information they need in order to complete their tasks successfully. They refer to the flow of communication from the team members to the management as "down-top" flow of communication. They furthermore discussed the purposes it serves as follows:

a) Gives feedback on performance from team members.

b) Provides instructions for correctly performing the project tasks.

c) It communicates the mission and the vision of the project to the team members (Pop and Dumitrascu, 2013: 1565).

Qian and Daniels (2008: 323) state that, although no empirical studies have been conducted on the impact of social influence on change-specific cynicism, it can be argued that change-specific cynicism is "contagious" in organizations. They further state that, cynical employees usually have conversations of cynicism with their close colleagues, instead of openly challenging change initiatives through formal networks; rumours are spread quickly through informal social networks. Orbach and Campbell, (2012) defined trust as a willingness of a party to be vulnerable to the actions of another party with the hope that the other will perform a particular action important to the trust, irrespective of the ability to monitor or control the party. This definition indicates that trust requires vulnerability on the part of the individuals who trust. Qian and Daniels (2008: 323) believe that one however, does not need to be vulnerable in order to be cynical. It has been noted that: 'subordinates who do not trust their superior are willing to suppress unfavourable information even if they know that such information is useful for decision making' (Tourish and Robson, 2004: 152). The result is yet more ingratiation behaviour and a further weakening of critical upward feedback. Otter and Emmitt, (2007: 409), argue that collective communication in teams depends on the willingness of all the team members to act and react, to listen and share as well as develop their skills for using communication effectively, and on all members to contribute using the available communication media in the same way, and as agreed to at the start of the project.

2.8 ROLE OF MEDIA IN COMMUNICATION

According to Hoogheimstra, (2000: 59) media plays a significant role in affecting organisational identity by influencing members' perception of how non-members perceive the organisation and people's perceptions of the organisation. Furthermore, the underlying assumption is that the media is able to change the public's perception about the importance of particular issues. Mutz, and Martin, (2001: 98) suggest that, people selectively expose themselves to like-minded media content. They state three primary benefits of exposure to mass media which are possible without face-to-face interaction as persuasion to a normatively better view, deeper understanding of one's own views, and the enhanced legitimacy of political decisions were outlined in the research. They furthermore state that, they do not mean to suggest that interactivity does not have any value; they rather suggest that, even without interaction, the media may make a significant contribution.

In both political theory and empirical work, nearly everyone agrees that, exposure to diverse political views is good for democracy and should be encouraged (Raupp Olaf Hoffjann, (2012: 153). They predicted that mainstream news media will surpass interpersonal communication in their capacity to expose people to cross-cutting political perspectives for two reasons. With respect to the availability of contradictory views, the media clearly have an advantage over face-to- face communication (Scheufele and Moy, 2000).

2.9 CONCLUSION

In this chapter various roles players are discussed that influence the success of communication in a project. Communication is regarded as a critical factor for the successful coordination of activities in an organisation (Rocha-Lona, et al. 2013:137). In organisations different people play different roles in ensuring that tasks are accomplished. For communication to be effective there is a need develop a clear picture of what it is you want the communication to achieve (Bourne, 2011: 19). Corven (2014: 77) believes that there is a need to balance the type of communication to use in the project to achieve the success of communication. According to Bambacas and Patrickson (2008: 52), to ensure the successful completion of the project tasks, the project manager needs to be a good communicator. He/ she is the main link between the project team and the outside of the project, therefore his role should be the one of a facilitator in the internal communication process.

Different role players are discussed, like involvement and commitment from all team members are required for the team communication to become effective (Otter and Emmitt 2007: 409); the manner in which the organisation is structured, its policies and the reporting lines plays a role in its communication processes (Allen-ile, and Eresia-Eke, 2008:19) and media plays a significant role in affecting organisational identity by influencing members' perception of how non-members perceive the organisation (Hoogheimstra, 2000: 59).Furthermore, the underlying assumption is that the media is able to change the public's perception about the importance of particular issues.

CHAPTER 3

DEVELOPMENT OF COMMUNICATION MODEL

3.1 INTRODUCTION

Although communication is often dismissed as a soft skill, research findings indicate that it pays to get the soft skill right (Frehsee, 2013: 16), since it is the belt that binds the whole project together. Organizations with effective communication plans and programs are more than five times more likely to be high performers, finishing 80 percent or more of their projects on time, within budget and in line with goals. (PricewaterhouseCoopers, 2012: 15) mentions the survey of executives which found effective communications associated with a 17% increase in completing projects within budget. A solid project communications plan will only get an organization so far, and Cervone, (2014: 74) states that, the burden of ensuring effective communication will always rest with the project team led by the project leader or manager. It is important for the project team to realize this, as effective project leadership is significantly dependent on effective project communication. Asif and Sargeant (2000: 303) suggest that the failure of the project team to realize and accept the importance of a formidable user friendly and customer relevant communication plan leads to complications and potential disaster for the project.

3.2 POLICE CULTURE AND COMMUNICATION

According to Meng (2014: 364), the effectiveness of communication does not just require individual employees sharing an open communication system. It also values a supportive effort in the organization to recognize and capture the values of public relations. In that case, it is suggested that a Police Academy need to have a Communication Officer, which will co-ordinate communication between colleges and head office. According to Tench and Moreno (2015: 42), the SAPS culture is a subculture because each and every member brings to the organisation attributes of his or her own culture. They further described police culture as the occupational beliefs and values that are shared by officers across the whole country. Police subculture, on the other hand, is the values imported from the broader society in which officers live. Watkins, (2013:1) regards the culture of an organization as a shared learning pattern of behaviour. Culture is generally passed on from one generation to another and may get entrenched in the behaviour of the people who subscribe to that culture (Watkins, 2013:1). For this reason, it is essential for organisations to have flexible cultures and structures that speak to the dynamic business terrain firms are exposed to.

(Olasupo, 2011: 2) notes the importance of leadership in bringing about that culture alongside with core values in transmitting the organization's culture and values to subordinates. He further made an assumption that an organization's leadership will not only

influence its culture, but will create a culture and maintain it at a consistent level. Close and Wainwright, (2010: 440) assert that executive leadership is the primary shaper and builder of organizational culture. Furthermore, the success of communication leaders should be able to actively influence organizational culture, to foster a culture that embraces communication efforts, which can further encourage, value, and share open communication among members (Celebrate Employee Milestones, 2016:1). According to Proctor and Doukakis (2003: 270) the management styles that are viewed as "macho", "uncaring", "remote" and "secretive" in terms of internal communication are a result of poor communication. Poor communication is seen as a key driver of negative feelings and among the organisations' employees. Employees need to feel that the senior management team have a clear vision or that communication is open and honest.

Papasolomou (2006: 194) states that organisations like SAPS, that are bureaucratic, will experience difficulty in implementing internal communication. The researcher explains bureaucracy as: "A structure with highly routine operating tasks achieved through specialisation, very formalised rules and regulations, tasks that are grouped into functional departments, centralised authority, narrow spans of control, and decision making that follows the chain of command" Bureaucracy consists of the following characteristics:

Table 3.1 Characteristics of Bureaucracy

Written rules and procedures;	The principle of hierarchy;
Division of labour and specialisation;	Impersonality;
Clearly defined career path;	Use of legal authority; and
Technically trained official	Neglect of across the silos communication

Source: own construction (adopted from Papasolomou – 2006:198)

Other authors argue in favour of bureaucratic structures as (Nwachukwu, 2006: 21), effective management and control tools with high levels of accountability (Manker, 2015:1), clearly defined career-pathing (Garrett, Thurber, Fritschler & Rosenbloom 2006: 230), predictable employee behaviour (Martin, 2010:1), and manageable span of control. These bureaucratic structures are known for, among other things.

Table 3.2 Characteristics of bureaucratic structures

Rigid rules and regulations	Emphasis and protection of authority;
Conservative and inflexible;	Slowness in decision-making;
Inability to cope with technological change;	Frustration among staff members
Promotions based on seniority and loyalty,	Full of red tape and low responsiveness
No room for creativity and innovation	Demotivating to competent juniors

Source: (Own construction adopted from Meng, 2014: 365)

3.3 EFFECTIVE COMMUNICATION

According to Asif and Sargeant (2000: 301); Proctor and Doukakis, (2003: 274), internal marketing and internal communications literature and employee development literature concur that when organisations manage their communication process effectively, that could

result to a variety of benefits accumulating to an organization. Otter, Emmitt, (2007: 417) asserts that, the central aspect of team performance is developing a common understanding of effective communication in the team and using the most appropriate means for the purpose. Management needs to ensure that, its service delivery staff are in position to honour the service promises made to its external customers through marketing communication (Proctor and Doukakis, 2003: 274).

Rocha-Lona, et al. (2013:137), regard effective communication as another critical factor for the successful project. They further state that, there is a strong relationship between good communication and the successful quality implementation. The starting point in any effective communication is developing a clear picture of what it is you want the communication to achieve (Bourne, 2011: 19). Furthermore, the information included in a communication should be specific, measurable, and realistic. For example, most project reports are intended to keep people informed and supportive. An elegant, stylish and easy-to-read report generates a positive emotional reaction. Stakeholders feel that the creator of the report is in control. Conversely, an untidy-looking report suggests that its creator lacks control or concern, and the message fails to achieve your objective (Bourne, 2011: 19). Frehsee, (2013: 16), argue that effective communication is not just about nitty-gritty details of the project team's day-to-day tasks. She suggests that, everyone from the project manager to the executive or government leader must tailor his or her communications to the target audience. According to Crescent (2007: 292), the more the receiver's decoding matches the sender's intended message, the more effective the communication will be. Bourne, (2011: 19), noted that, there is no point in communicating with someone if you don't want to cause an effect. In the South African Police Service there are also a lot of jargons used. All these slight differences and irregularity are even more complex for team members not speaking in their first language; interpreting irregularity correctly, in another language is not easy (Bourne, 2010: 22).

Johansson and Heide, (2008: 292-293) are of the opinion that effective communication will reduce or even overcome resistance to change in the organization and therefore willingness to change will evolve; accurate information will reduce people's perception of uncertainty, and proactively establish and maintain trust and poor or insufficient information will initiate rumours and gossip; when employees are involved in the change process, they will also feel more in control of the result. Proctor and Doukakis (2003: 268) has a similar opinion, that people like to feel that they are in control of what is happening to them and the more that changes are imposed from the outside the more they will see it as something to feel threatened about and the more they will resist it. It is therefore, the general recipe that is offered for a successful change program, to keep employees well informed. According to Proctor and Doukakis (2003: 275), the key to effecting change is to involve people in the

process early, to consult with them to take ownership of the new ideas that are to be introduced to themselves.

Delport, et al. (2014: 30) pronounce face-to-face communication as still regarded king because it provides for feedback and constant exchange of information between the parties involved. It is important that everybody in the team is able to use both synchronous communication (existing or occurring at the same time) and asynchronous communication, at the same level; in order for the most effective tools and media to be chosen for a specific context (Ackerson and Viswanath, 2009: 517). This is the case because there is a number of competing communication tools used within and outside the organisations (Otter and Emmitt, 2007: 417). They further note that, open communication channels people can express their doubts about the effectiveness of proposed changes and can understand the necessity for new ideas. Relying on an attempt to implement ideas only from the top is likely to meet with difficulties (Knapp, Mark, Daly and John, 2002: 20). They are of the opinion that, it is natural to resist change and by anticipating, identifying and welcoming resistance, we convert resistance into a perceived need for change. The ideas may have to be sold to people who can authorize their implementation (Costa, Lacerda and Marques, 2013: 645). This may further make it easier to arouse subsequent motivation to implement ideas among those who have to do the job and make the chance of a successful implementation more likely.

3.4 COMMON ERRORS IN PROJECT MANAGEMENT COMMUNICATION

Cervone, 2014:75) advocates that, it would be impossible to outline and describe every type of communication issue or mistake a project team might encounter while executing a project. Nonetheless, there are several common themes that you find frequently referenced in the project management literature and there is no limit to the mistakes that can be made related to communication. According to Asif and Sargeant (2000: 303) one of the key issue concerns the manner in which the communications process will be approached. They mention that, the issue relates to the fact that, communications within an organization have tended historically to be unidirectional; a process of disseminating information from senior management, down through an organizational structure to the front-line service employees as the receivers. If the project team is cognizant of these throughout the entire project life cycle and actively attempts to address them proactively, the project is less likely to suffer from setbacks (Cervone, 2014:75).

According Davis, (2006:1), a lot of times, unsuccessful project communication results because the project team emphasise communicating status updates and expectations of project participants in an outward, operating in a single directional manner. Furthermore, this manner of communicating does not provide project team and stakeholders with a complete understanding of the issues and challenges within a project. Complete feedback mechanism

is a requirement in an organisation, as the challenges and issues of a project are unlikely to be uncovered and could lead to unexpected and difficulty to manage complications for the project (Taylor, 2006: 21). In recent times more enlightened organizations have spent at least as much effort in facilitating communication ``bottom up'' through the use of tools such as questionnaires, suggestion boxes and hotlines (Asif and Sargeant, 2000: 303). Carig, 2007: 127), raised an issue of internal communication system regarding employee development and says that, if its information is not properly communicated to staff, that could hamper its effective implementation. The kind of the information that is presented by management and the manner in which it is presented may be key determinants of whether employees development succeed in the workplace.

Craig, (2009: 9) asserts that lack of effective communication between the project team and the various project stakeholders is a common theme that emerges in project implementation. He furthermore suggest that, while it is ordinarily assumed that these problems are exclusively the fault of the project team, the reality is that, in most cases, the failures are the result of mistakes by all parties in communicating their needs and desires. It is then consequently important for everyone to clearly communicate his/ her desires and needs (D'Angelo, 2002: 872).

Delport, et al. (2014: 21-22) gave a number of mistakes done by most universities in dealing with internal communication resulting them being underdeveloped, namely: complex and bureaucratic nature, communication being normally task-related and in the form of orders, rules and directives, resulting in little feedback. Papasolomou, 2006: 198), has an opinion that, bureaucratic organisations have the potential of being very effective, while they are well controlled, and rather predictably governed by what has been discussed on section 3.2 above. Proctor and Doukakis (2003: 276), asserts that the poor communication could result in the following things: environment that is not supportive to customer-oriented and high-quality service operations, employees dissatisfaction, frustration, and low motivation that result to slow delivery and potential dissatisfaction in internal and external service encounters, employee development information is not properly communicated to staff, which could hamper its effective implementation.

3.5 COMMUNICATION MODELS

Different authors discussed a range of models that can be used by universities with a number of campuses to find effective communication models that can improve the efficiency of internal communication. Delport, et al. (2014: 24 - 33) discussed different models emphasising a variety if things as in table 3.3. A summary of these models and what they emphasize is on annexure A.

Table 3.3 Communication Models

Author	Model
Asif and Sargeant	Internal Communication
Pincus and Rayfield	Top Management Communication
Van Gemert and Woudstra	Twente Organisational Communication Model (TOCOM)
Claassen and Verwey	Integrated Communication Management Model
Freeman and Barrett	Strategic Employee Communication Model
Groenewald	Benchmarking Internal Communication at South African companies
Ferreira	5M-Communication Model
Ferreira	INVOCOM
Harrison	HELiX model

Source (Own Construction adopted from Delport, et al. (2014: 24 - 33)

3.5.1 Model of Effective Internal Communication at CUT as a Multi-Campus Institution

Delport, et al. (2014: 40 - 42) formulated a model for effective internal communication at CUT as a multi-campus institution. This model is the closest to what the researcher is studying. It integrates the most applicable characteristics of the communication models discussed above, whilst also addressing the shortcomings of these models. Internal communication effectiveness is incorporated in management's key performance areas and given reasonable weight in total performance evaluation. Delport, et al. (2014: 42) gave a list of six key principles central to effective communication which can also serve as statements of good practice and Aspects that need to be included into the communication model as follows:

Table 3.4 Key Principles and Aspects of Communication Models

Key Principles Central to Effective Communication	Aspects for the Communication Model
Communication is a strategic management tool.	Appointment of communication coordinator on each campus
Communication is decentralised.	More than one medium and language should be used
Communication is guided by policy.	Two-way regular communication could enhance management communication
Communication is a core business value.	Open systems theory to be used
Communication is integrated with other business functions.	Timelines be given for communication from management
A communications manager is appointed on managerial level.	

Own Construction (Adopted from Delport, et al. 2014: 40- 42).

More explanation of the six aspects are discussed as per annexure B. A Model of Effective Internal Communication at CUT designed for multi-campus communication, that is discussed above is on figure 3.1 as follows.

Figure 3.1 A Multi-Campus Internal Communication Model at CUT
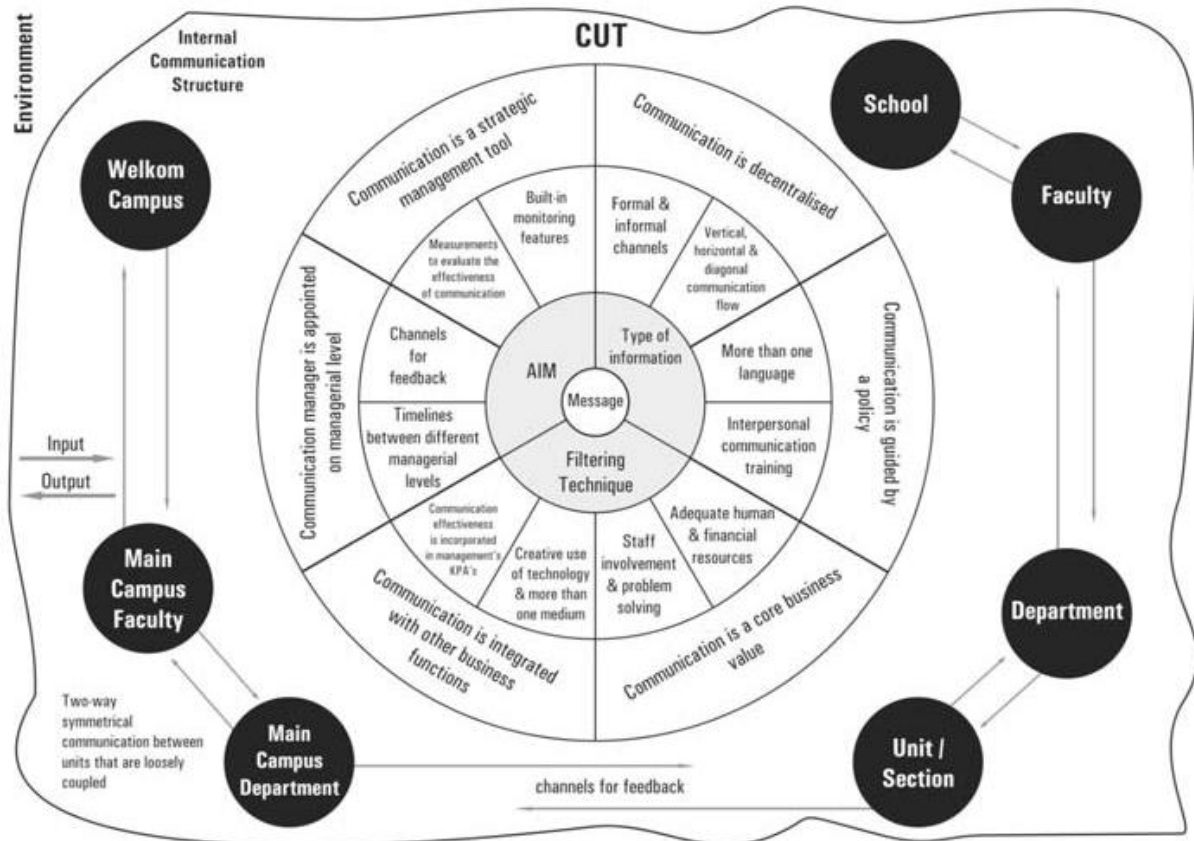
Source Delport, et al. (2014: 41)

The above model is broad, all-encompassing, comprehensive and could work for universities and well established policing academies but it was designed for university, it's too complex and the environments are different. The police Academies in South Africa are located in different environments. The academy where the study is being conducted is situated in the middle of the township where there is a high rate of crime; and it would not be advisable to have some of the high-tech communication equipment. The complexity of internal interactions also makes it difficult to apply the traditional hierarchical models of communication to an intra-organizational setting.

3.6 THE PROPOSED MODEL BY THE RESEARCHER IS INTEGRATED INTERNAL COMMUNICATION MODEL

Results from studies confirm that, South African communication practice, is moving towards an integrated approach to communication (Tindall, and Holtzhausen, 2012: 383). They however point that; it might not always be possible to integrate all functions into a single department or organization but looking at the communication situation holistically would serve as a starting point. According to Ginger (2012:1). most of the times we communicate because we have the desire and need some change. When the communication is not conveyed properly, it might result in the resistance to change. Proctor and Doukakis, (2003:

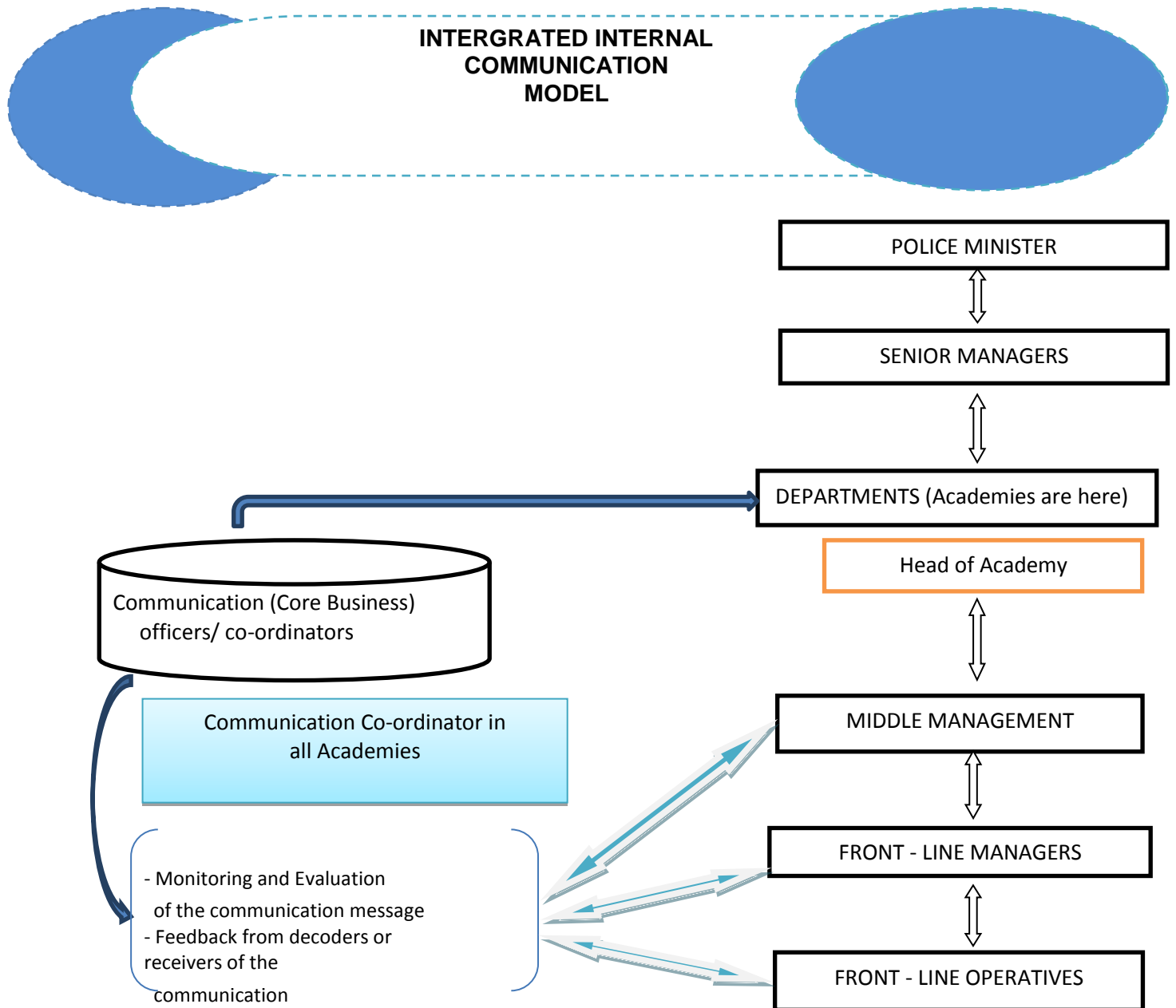276) listed some of the causes of resistance to change as: fear of the unknown, lack of information, threat of status, fear of failure and the lack of perceived benefits.

The proposed model will be using what Proctor and Doukakis (2003: 271) used as the bases of the model. This is the case because the SAPS as an organisation is a big organisation and is too traditional. The following will be used: The chief executive (in the case of the SAPS, Minister of the Police) meets with the senior managers, who will each be responsible for the smooth running of a portfolio of departments. At these meetings key information will be produced which needs to be cascaded down through the organisation through the various levels of middle and front-line management until it eventually provided to the front-line operatives (Järventie-Thesleff, Moisander and Laine, 2011: 198). To prevent information being withheld, changed, manipulated, delivered unreasonable late, the communication officers/ co-ordinators will be used to ensure that the information is received. As mentioned in chapter 2, the communication officers need to be empowered by having more power in terms of making decisions.

The proposed model will also be using an integrated approach. (Niemann, 2005:80) posits that, people who are in marketing have been proposing the use of integrated approach to communications since late 1950s. He points that, this approach regards the diverse elements of a typical communications mix as part of a unified whole. It is only when these elements work together to deliver a consistent and coherent message to the target audience that the effects of a communications program can be optimized. D'Angelo, (2002: 872) argues that, without this global perspective there is a danger that the communications messages received by customers will be inconsistent and subject to considerable variation in both content and style. The resultant decoding of the organizations' message will be confused, fragmented and vulnerable to competitive attack. (Ferdous, 2008: 225) is of the opinion that, internal communications have as much to gain from integration as those directed towards external customers. Tindall, and Holtzhausen (2012: 375) points therefore that, integrated marketing communication is centred on the development and maintenance of a healthy consumer-organization relationship.

Like Delport, et al. (2014: 41) Effective Internal Communication Model, the proposed model must have a communication as a strategic management tool, and as a core business value. Another aspect about the proposed model that must be included is monitoring and evaluation of the communication message which refer to determining if the message is interpreted correctly or not (Asif and Sargeant, 2000: 303). Communicators therefore have to ensure that they have mechanisms in place to ensure feedback from decoders or receivers of the communication. Following is the representation of the proposed model.

Figure 3.2 Integrated Internal Communication Model

INTERGRATED INTERNAL COMMUNICATION MODEL

POLICE MINISTER

SENIOR MANAGERS

DEPARTMENTS (Academies are here)

Head of Academy

Communication (Core Business) officers/ co-ordinators

Communication Co-ordinator in all Academies

MIDDLE MANAGEMENT

- Monitoring and Evaluation
  of the communication message
- Feedback from decoders or
receivers of the
communication

FRONT - LINE MANAGERS

FRONT - LINE OPERATIVES

Source (Own construction)

3.7 CONCLUSION

In this chapter it is discussed how important is the existence of communication in project. For that reason, that is why a solid project communications plan is required in any organization. According to Frehsee (2013: 16), effectiveness of communication does not just require individual employees sharing an open communication system. It also values a supportive effort in the organization to recognize and capture the values of public relations. Thus the researcher suggested that a Communication Officer at a Police Academy be empowered, so that he/she is able to co-ordinate communication between colleges and head office. The role of a communication officer is discussed and its importance. Different communication models are discussed reviewed so that the researcher can be able to see which model could best

work with the place that is being studied. The researcher then suggested a tentative model that could be used.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

The focal point of this chapter is on the research methods used to obtain results and the conclusions of the study. Other aspects that this chapter also focuses on are target population that was studied and the sample, sample size, method that was used to collect data, system that was used to interpret the data, assumptions that were made for the research, and the scope and limitations of the study. Welman, Kruger and Mitchell (2005:2) describe research as a process whereby various objective methods and procedures are utilized in order to attain scientific knowledge. According to Collis & Hussey, (2009: 3) research is defined as a systematic and methodical process of gathering information and investigation with the intention that knowledge be increased and solutions to particular problems can be found. In order to be objective and unbiased, a researcher needs to follow research process; framework of a set of philosophies uses methods that have been tested for validity and reliability. (Kumar, 2005:14). Maylor& Blackmon, (2005:5) asserts that, a research process involves the following:

- Identifying a problem,
- Identifying what kind of information is appropriate to addressing that problem,
- Collecting the information and analysing, as well as
- Interpreting that information and its context.

4.2 RESEARCH DESIGN

Jowah (2011:55) refers to research design as the structure of the research that is to be carried out, to solve a problem or answer a research question. Maylor and Blackmon (2005:55) further describe it as a plan to conduct a study in the course of transforming one's research methodology into specific research methods, which are the techniques that you use to collect and analyse data. Churchill and Lacobucci (2002:144)is of the similar view with Maylor and Blackmon that research design is a framework or action plan that gives direction concerning steps and procedures that are required to see the study to its fruitful conclusion. Welman et al., *(*2005:52*)* asserts that, the research design describes how the researcher will make use of the participants in order to arrive at a conclusions with regards to the research problem. Panneerselvam (2004:12) further state that it works as a complete guideline for data collection; and he outlines the following guidelines as the core of what it should include:

- Selection of research approach;
- Design of sampling plan;
- Design of experiment; and

- Design of questionnaire.

Maylor & Blackmon (2005:5) stipulate its uses as follows:

- It identifies a problem and the kind of information appropriate to address that problem;
- It collects the information and analyses it, as well as
- Interprets that information and its context.

Research design includes issues ranging from decisions regarding the purpose of the study; to the type of investigation, the study setting, the extent of researcher interference and the level at which the data will be analysed (Sekaran, 2003:117-118). Singh and Nath (2007:160) is of the opinion that, a good research design make available information concerning the selection of the sample population's treatments and controls that should be imposed. For this study, the researcher will use a combination of both qualitative and quantitative research design.

4.3 RRESEARCH METHODOLOGY

A research process guided by an outline of a set of philosophies, uses methods that have been tested for validity and reliability, and attempts to be objective and unbiased (Kumar, 2005:14). Goddard and Melville (2007:1), posits that, besides research being the process of gathering information; it is also about answering unanswered questions or creating new things which did not exist before. Kumar (2008:5) points out that, research methodology has many elements, and research methods form a part of it. Kothari (2005:10) further sketch out a summary of the importance of knowing and understanding research methodology or ways in which research is conducted as follows:

- It is important to understand research methodology and techniques, if a person has an interest in career within research, because research methodology and techniques are of his/ her business tools. The new researcher gains sound training and is able to do better research when he/she has knowledge of research methodology. It is therefore important for those who have desire to do well in a research career, should get knowledge and skills to use research techniques, and should understand the logic behind them.

- This knowledge of ways in which research is conducted will enable a new researcher to evaluate and use research results with confidence.

- When the researcher has knowledge of research methodology he/she will be able to make smart decisions regarding problems that are faced in practical life at particular points in time. Therefore, when a researcher knows the process of conducting

research, then he/ she may have the satisfaction of learning a new intellectual tool, which enables him or her to look at the world and judge daily experiences objectively.

Research methodology may be understood as a discipline of studying how research is done scientifically and it is described as a way to logically explain research problems (Kumar, 2008:5). For research to be carried out successfully, it must be understood in its spirit (Bhattacharya, 2006:6). Jowah (2011:3) regards research as a process and therefore must follow a logical sequence from the start to finish. He further sketches out the research process that the researcher needs to follow when conducting research.

Figure 4.1: A model of research

Source: Jowah (2011:3)

According to Badke (2004:6) the process of conducting research begins with a question; then collection of data; synthesis of data; analysis of data in light of the question (leading to information); and then the researcher need to come up with conclusions and recommendations. Kumar (2008:2) argues that the main purpose of research is to discover answers to questions through the application of scientific procedures. He further postulates that its purpose is to find out the truth, which is hidden and, has not been discovered to date. Jowah (2011:61) outlines the difference between research design and research methodology in the table as follows.

Table 4.1 Difference between Research Design and Research Methodology

No	Research Design	Research Methodology
1	Strategic master plan	Operational or execution plan
2	Emphasizes the road to be walked	Emphasizes how the walking is done
3	Emphasis on what results are expected	Emphasis on tools or techniques for results
4	Guided by research problem/ question	Guided by the tasks and work packages
5	Focuses on rationality of research	Focuses on procedures and processes
6	Focuses on the "what should be done?"	Focuses on "how should it be done?"

Source Jowah (2011: 61)

4.4 RESEARCH STRATEGY

The general approach to the research investigation is research strategy (Walsh and Wigens, 2003:69). Johnson and Onwuegbuzie (2004:14-15) state that, the researcher may use qualitative or quantitative methods or a mix of both the methodologies in one study as a strategy. This study uses a combination of both methods. In order to address a research question the researcher must institute a strategy (Brannen, 2005:4). Wellman, *et al.*, (2005:56) specify that there are different kinds of sampling. For the purpose of this study, the author chose the quantitative method. According to Kumar (2011:103), quantitative study designs have the following characteristics: specific, well structured, have been tested for their validity and reliability, and can be clearly defined and recognised. Quantitative research methods emphasize the production of precise and generalizable statistical findings, and are generally more appropriate to formulation of universal aims (Rubin and Babbie, 2011:67). Thomas (2003:1) speculates that the quantitative method focuses on measurements and amounts (more or less, larger and smaller, similar and different) of the characteristics that are displayed by people and events that the researcher studies. Wedawatta, Ingirige, & Amaratunga, (2011: 13) define research strategy as "the general plan of how the researcher will go about answering the research questions". They further point out that, it provides the overall direction of the research including the process by which the research is conducted.

4.5 TARGET POPULATION

The target population for this research will be all the employees at one of the SAPS Basic Training Academies in the Western Cape. These employees are affected and affect the communication in the organisation being studied. They have the first-hand experience in how management of communication is done at this Academy. They will be asked questions to determine how communication is managed at the workplace, how they interact with each other and their management. They will be asked to evaluate the communication process at their workplace.

Collis & Hussey, 2009:62) refers to population as a precisely defined body of people or objects, which are under consideration in a study for statistical purposes. Churchill and Lacobucci, (2002:630), further describe population as containing all the fundamental elements that have a possibility of being sampled to participate in the study. Group of people, events or things of interest that the researcher wishes to investigate are referred to as population by Sekaran (2003:265). According to Goddard and Melville (2007:34), it is often not practical or possible to study the whole population. The population is not completely defined if it does not, as a minimum, specify the following terms:
- ✓ Elements – project managers and people involved with project managers;
- ✓ Sampling unit – professionals involved in the built environment;

- ✓ Extent – area of the study and its limitations; and
- ✓ Time – period of the research (Bhattacharya, 2006: 81–82).

Stevens, Wrenn, Sherwood, and Ruddic, 2006:183) point out that, if the population is not properly described, it can initiate bias in the study. A sampling bias is the sample, which does not represent the population of the study, and consequently does not allow generalization of the sample results to the entire study population (Bryman& Bell, 2003:91). The target population is all the employees that work in the specific SAPS Academy under study in the Western Cape. The employees that are currently working as interns' and detachment duties in the Academy will be excluded from the study.

4.5.1 Population Validity

Johnson and Christensen (2012:257) describe population validity refers to being able to generalize from the sample of individuals on which the study was conducted to the larger population of individuals and across different sub populations within the larger target population. It is about whether samples of participants' responses are an accurate assessment of the target population (Burns and Burns, 2008: 427). They further state that, when it comes to population validity, the question that should be asked is: to what extent is the sample really representative of the target population? Golafshani (2003: 599) is of the view that, validity determines whether the research measures, that which it was intended to measure or how the truthfulness of the research results. Cooper and Schindler (2008:318 - 320) identified three major forms of validity as; content validity, criterion-related validity and construct validity. They further define validity as the ability of a research instrument to measure what it is intended to measure (Cooper and Schindler (2008:289).

4.6 SAMPLE SELECTION AND METHOD OF SAMPLING

Jowah (2011: 83) defines sampling as the process whereby the researcher identifies, select and separate a certain number of the population of objects or individuals from which a survey will be conducted. Kothari (2004:153) emphasize that a sample design is an exact plan to obtain a sample from the sampling framework and must be determined before any data is collected. According to Panneerselvam (2004:12), it must be selected with the utmost care, because it affects costs and time to conduct the study. Welman, Kruger and Mitchell, (2005: 57) point out that, the selected sample must be an accurate representation of the population so that the results can be generalized. The term sampling is further described by Khan (2008:75) as a selection of a part of a total sum in order to collect complete information. It is an essential procedure of behavioral research, because research work cannot be carried out without the use of sampling (Singh and Nath, 2007:160). According to De Vos, et al. (2005: 200), stratification is used to deal with specific people on specific levels in the organization.

This type of sampling will allow for the researcher to use a larger sample from larger unites and smaller samples from smaller units. As explained in chapter one, stratified random sampling technique was used in selecting the respondents that were covered at different components in the Academy under study. For this study stratified random sampling was chosen to avoid skewing the results towards one group of people, because there is no balance in the number of people in different components and different salary levels racial and gender distribution. Stratified random sampling technique involves dividing the population into homogeneous subgroups, and then taking a simple random sample from each group (Wamocha, Muliro, Nasongo and Injendi, 2012:105). Sekaran (2003:282) further state that stratified random sampling method is the most efficient and it is a better alternative when different information is needed regarding various levels within the population. Gerrish and Lacey (2010:148) argue that there are two basic types of errors that exist in quantitative sampling. They further discuss these errors as follows:

- ✓ Random errors: they create less bias, as it is assumed that this type of error is evenly distributed across the sampling frame and, therefore, the frame that is derived randomly, remains inaccurate but representative of the study population. Any errors will tend to average out across the sample.
- ✓ Systematic errors: they are not reduced with increased sample size. If a study aims to recruit GPs from a particular list, for example, but certain sorts of GP practices are routinely excluded from that list (for example, single handed practice), then these GPs cannot be selected and the error is not random.

Black (2012:228), added to this argument by stating an advantage of using the stratified random sampling method is that it has the prospective of reducing sampling errors. Fink (2006:49) points out another advantage of the stratified random sampling, that the surveyor can choose a sample that represents the various groups and patterns of characteristics in the desired portion.

4.6.1 Sample Size

Due to the size of the organization, the financial constraints, and the availability of the research subjects, the nature of the industry and accessibility, convenience, together with the level and requirements of the qualification, the sample has been randomly placed at a minimum of 50respondents. Collis and Hussey (2009:209) define sample as a division of the population. According to Bhattacharya, 2006:101) sample design is the theoretical basis and the practical means by which data is collected so that assumptions about characteristics can be made to a population about the with known estimate errors. Blumberg, Cooper, and Schindler (2008:237) further suggests that, by considering factors such as relevance of the population; parameters of interest; the sampling frame; the type of sample; sample size

required; and the cost is the best way to decide on a sample size is. The size of the sample is kept small because financial constraints and the fact that the research has an exploratory nature. This research can be used to find the problem to be studied. In order to reduce sampling errors, it is required that the researcher must increase the sample size (Klenke, 2008:10). Gerrish and Lacey (2010:147) further asserts that, a measure of the variability of differences, usually the standard deviation or variance to be expected in the population is mandatory when calculating sample size.

4.7 METHOD OF DATA COLLECTION

For this research, structured questionnaire method was used to obtain information where each subject was asked to answer the questions on their own. The questions were made very simple and unambiguous so that any person can be able to answer. The researcher will be at the venue where the respondents will be answering the questionnaires to answer any questions that are there. Cooper & Schindler (2008:329) mentioned questionnaire as the most common data collection instrument in business research. According to Brace (2008:2), in market research a questionnaire refers both to questionnaires which are intended for self-completion by survey participants and to survey instruments that are intended to be administered by the interviewer either in a face-to-face interview or telephonically. The questionnaire was divided into sub-sections, namely demographics and soft skills (primary competencies). According to Beri (2008:107), there are two types of structured questionnaires, namely disguised and non-disguised. He further states that in a disguised structured questionnaire, the researcher does not disclose the objective of the study, whereas in the non-disguised structured questionnaire, the researcher discloses the objective of the study. Panneerselvam (2004:14) refers to five steps to designing a questionnaire, namely:

- Identification of research issues and finalization of the set of hypothesis;

- For each issue, formulation of a set of questions and then deciding about the concept and format of each question;

- Deciding about question wording, depending on the types of questions;

- Arrangement of the questions in the questionnaire in appropriate sequence and also deciding on the format of the questionnaire;

- Pre-testing questionnaire; and

- Reviewing the questionnaire for improvements.

To collect the required data in this survey, there was a section of structured questionnaire used, as well as unstructured questions to allow for the benefits of both qualitative and quantitative questionnaires. Once the questionnaire was constructed, it was then piloted. It was tested out to see if there are any ambiguities which the researcher could not notice. The people that the instrument was tested on were asked to comment about the length, structure and wording of the Questionnaire and then it was altered accordingly.

4.8 DATA ANALYSIS

For the analysis of data received, the Microsoft Excel was used because it is known as being effective and user friendly. Rubin, and Babbie (2011:583) asserts that, the Microsoft Excel should do the following:

- Help to analyse data;
- Compile appropriate tables;
- Examine relationships among variables; and
- Perform a test of statistical significance based on research questions.

The data was converted into graphs and tables for easy reading and comparison where necessary. Welman, *et al.*, (2005:211) point out what data analysis does to variables as follows:

- ✓ Investigates variables,
- ✓ Looks at what their effects are,
- ✓ Finds out what their relationships and patterns of involvement with the world are.

When data is analysed, it must be done in a manner that guarantees that research questions and hypotheses are addressed and ensure that the research objectives are achieved (Anderson Sweeney& Williams, 2001:97).

4.9 VALIDITY AND RELIABILITY

According to Maylor and Blackmon (2005:159) reliability is when different researchers come to the same conclusion if they repeat the study. Reliability is about the consistency of the results, the toughness of the measure and whether it is free of random and instability of errors (Quinton and Smallbone, 2006:130). If the research instrument is able to measure what it intended to measure, that is called validity (Cooper and Schindler, 2008:289). Schultz and Whitney (2005:87) are of the opinion that, the process of validation is not looking at verifying whether the test itself is valid, but rather whether the interferences and conclusions that are made on the bias of test scores are valid. Validity determines how truthful the research results are and whether the research truly measures what it was intended to

measure (Golafshani, 2003:599). Cooper and Schindler (2006:318-320) outlined three forms of validity as presented below:

a) Content validity – according to Shultz and Whitney (2005:87) emphasis of the content validity approach is directly on the judgment of experts on the field that is being tested.

b) Criterion-related validity – Landy and Conte (2010:83) argue that the most direct way to support a hypothesis (to connect the predictor and criteria box) is to actually gather data and calculate a correlation coefficient. They further state that this is referred to as a criterion-related validity because you correlate test scores with performance measures.

c) Construct validity – this type of validity is based on whether an integration of evidence allows for the interpretation or meaning of the test scores (Angle, 2007:9). He furthermore states that, it is a framework on which all types of validity evidence are classified against.

4.10 SAMPLING BIAS

According to Macnee (2008:123) bias comes about if some accidental factors change the results in a way that can lead to incorrect conclusions. The sample that is not reflective of the study population is defined as a sampling bias and it is not allowing generalization of the sample results to the entire study population (Bryman and Bell, 2003:91). If the researcher includes some members of the population in a sample more than others; that result to a sampling bias (Sullivan, 2009:457). According to Johnson and Christensen (2012:217) a sample that is systematically different from the population is defined as the bias sample. The researcher made use of the stratified random sampling method in order to avoid chances of having sampling bias. Collis and Hussey (2009:209) claim that, every member of the population has a chance of being selected when using a random sampling method. Powers and Knapp (2006:10) are of the opinion that, one of the ways the investigators can control their conscious or unconscious biases is by using random samples rather than convenience samples.

4.11 ETHICAL CONSIDERATION

Research ethics address the question which ethically relevant issues as a result of the intervention that the researchers uses (Flick, 2011:215). Furthermore, the ethical issues can be expected to impact on people they research (Flick, 2011:215). According to Dawson (2002:146), many people are willing to disclose a lot of personal information during research, thus the researcher should ensure that he/she treats both the participants and the information that they provide with honesty and respect; this is referred to as research ethics. According to Welman *et al.*, (2005:181) three stages of a research project where ethical

considerations comes into play are; when participants are recruited; during intervention and / or the measurement procedure to which they are subjected; and in the release of results that are obtained.

During the research all the respondents were asked not to write anything that would reveal their identity. This was done to fulfill the ethical aspect of research, as their anonymity and confidentiality were guaranteed. The respondents were also informed of the purpose of the study and their consent to participate the research was obtained. Outlined below are eight principles of research, which were cited (Flick, 2011:216). They state that researchers must be:

1. Able to justify why research about their issue is necessary at all;

2. Able to explain what the aim of their research is and under what circumstances subjects participate in;

3. Able to explicate the methodological procedures in their projects;

4. Able to estimate whether their research acts will have ethical relevant positive or negative consequences for the participants;

5. Assess possible violations and damages arising from doing their project – and be able to do so before they begin the project;

6. Assess possible violations and damages identified according to principle 5;

7. Not make false statements about the usefulness of their research; and

8. Respect the current regulations of data protection.

Wellman *et al.*, (2005:201) are of the same opinion with Flick by stating that the research must pay attention to four ethical aspects of research and these are: informed consent; right of privacy; protection from harm; and involvement of the researcher.

4.12 ASSUMPTIONS MADE

- ✓ The respondents will not be biased and be honest to the best of their understanding.
- ✓ All the questions that are asked will not offend anyone, are well understood, and will all be answered by the respondents.
- ✓ There will be no restrictions at any of the components at the Academy from where information and data are collected.
- ✓ This study will assist the author's workplace, as well as all project practitioners, in general

4.13 SCOPE AND LIMITATION OF THE STUDY

The research was limited geographically for economic reasons, and had time limits when the report had to be submitted.

The research was restricted to approximately 70 people, and this may not be generalized to the entire country.

4.14 SUMMARY

This chapter dealt with the research design and methodology which was used to conduct the research. A description of the research design itself is made, how the research will be carried out, the method that will be used to collect data, and how that data will be analysed. It included the research design; theoretical aspect of research methodology; research strategy; study population; sampling methods; methods of data collection; and ethical consideration. The study population is described in terms of who will form part of the study and who will be excluded. The scope of the study is described. The method that was used to select the sample of the study was described. All these were done in order to comply with the requirements of the profession as well as ensuring that the results of the study can have validity. The other researchers and the people who will be looking at the research findings must see how the conclusions came about. This is also to enable anyone who can do the similar research, whether at different location or not, to come up with the same conclusion. Another reason is to enable the research findings to be generalized to a bigger population and different locations as well.

CHAPTER 5

RESEARCH RESULTS

5.1 INTRODUCTION

In this chapter the raw data was obtained from the respondents with the use of the questionnaire as per annexure A. A convenient sampling was used in that all the people that were available at the researcher's workplace were asked to answer the questionnaire. They were also told that the answering of the questionnaire was voluntary. The ethical guidelines were followed by the researcher and general guidelines for ethical research by Cape Peninsula University of Technology were taken into account the (www.cput.ac.za, 2015: 2). The rights of the participants with regard to respect for human dignity, the safeguarding of confidentiality or anonymity, and the right to information were upheld by the researcher.

The objective of the research was to develop a model that can be used institution wide to enhance communication; to examine how the management and staff in the Police Academy can break the communication barriers created by hierarchy and bureaucracy. The researcher aims to develop guidelines for the management and staff members on how they can create effective communication channels in the Academy. To achieve this, the researcher will be conducting this research to: critically evaluate the existing communication management strategies used at the SAPS Basic Training Academy. The study undertakes to identify, highlight, assess and explain the importance of effective communication in a Police Academy. This research will also point out how effective communication can be used to improve operation in the Academy. In view of the way communication is practised in the police force, the situation prompted the researcher to investigate how effective communication can be used to aid in the smooth running of the programmes.

5.2 REPORTING OF THE RESULTS

The researcher used primary and secondary data to conduct research and answer research questions. The collected data was categorized, edited and analysed using Microsoft Excel Programme. This has been chosen since it is user friendly and was helpful with converting the data to graphs, charts and tables that was used to store and interpret the data. Most of the data was converted into graphs and tables because they the information can be combined and they give a coherent and meaningful and easy to read information.

The questionnaire was divided into three section; the biographical information, closed-ended question and open-ended questions. 84 questionnaires were distributed, 77 of those came back, 6 of those were spoiled and 7 did not come back and 71 questionnaires were used for the purpose of analysis.

5.2.1 Section A

Most of the questions at this section of the questionnaire had mostly biographical information. These questions are general questions. They are asked for statistical purposes and to ensure that the research sample is representing the population. The data is interpreted on table 5.1 and on bar chart figure 5.1. The question was:

Statement 1 Indicate the number of years you have been working in the Academy

The options for the responses were: 0 – 3 years, 3 – 6 years, 6 – 9 years and 9 – 11 years. This portion sort to identify the length of service as a possible help to understanding any changes or absence thereof that may have taken place over the years. The length of service would most probably entail the movement in ranks, thereby allowing a better understanding of the academy and its operations. During the data interpretation question one was combined with question 4. The response is shown in table 5.1 below.

Table 5.1 Number of years employed

Number of Years	Percentage
0-3 years	21.74%
3-6 years	17.39%
6-9 years	14.49%
9-11 years	46.38%

Source (Own Construction)

The academy has been in operation for 11 years at the moment. In terms of the above chart, it is clear that most people have been working in the academy for a number of years. People who have been in the academy for a number of years are found in different positions. There is 46.38% of the respondents have been in the academy for more than 9 years; 21.74% of the respondents have been in the academy for 0-3 year; 17.39% have been in academy for 3-6 years and 14.49% for 6-9 years.

Statement 2. Please indicate the Act under which you are employed

The options were either police Act or Public Act.

Statement 5. Please indicate your gender

Options were male or female

The responses for both statement 2 and 5 are combined and presented on table 5.2 below.

Table 5.2 Act at which employed and gender

	Police act	Public Act
Males	65%	35%
Females	56%	44%

Source (Own construction)

Table 5.2 indicate the percentages of males and females and the Act at which the respondents in the academy are employed. More respondents are employed under Police

Act than Public Service Act. This could be the reflection of the core business in the academy. In the academy there is generally more people employed under Police Act than Public Service Act because more people are trainers and they are employed under Police Act. More males are employed under Police Act than females.

**Statement 3 Please indicate the Level at which you are employed**

Options were levels 1-3, 4-5, 6-7, and 8-12.

Statement 4 What is your highest educational qualification?

Options were Below matric, Matric, Diploma, Degree, and other.

The level at which a respondent was employed mattered in that it would determine for the researcher the areas where the communication problem was felt the most. The respondents also understand that hierarchy is considered seriously within the force, and that responsibilities generally depended on the level of employment. Figure 5.1 below is illustration of a record of the responses.

Figure 5.1 Level Employed and Educational Qualifications
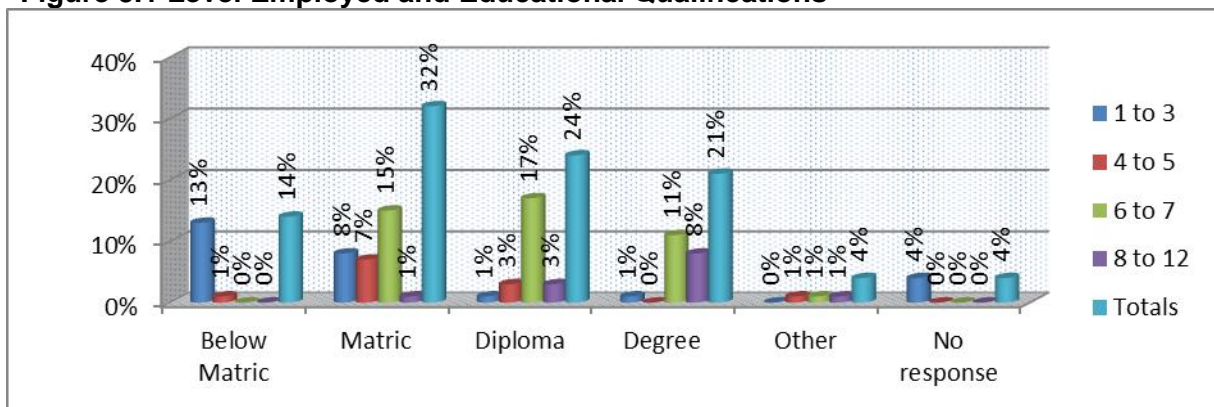
Source (Own construction)

Figure 5.1 represents the level employed in the SAPS and the educational qualifications. People below matric level has the percentage of 15%, people with matric as qualification is 34%, Diploma is 25%, Degree is 22%, Others are 4%. This shows that there are more people with Matric as their highest qualification in the academy. An illustration of female/ male highest qualification is on table 5.3 below. Table 5.3 indicate the highest educational qualifications of the respondents according to the gender.

Table 5.3 Level Education of Males and Females

Level of Education	Females	Males
Below Matric	20%	13.89%
Matric	30%	27.78%
Diploma	26.67%	33.33%
Degree	20%	19.44%
Other	3.33%	5.56%

Source (Own construction)

Statement 6 Who do you speak to about the work related/ or task specific problems?

The respondents were given the choices between Immediate supervisor, Manager, Colleague, and to specify if it's any other response not given. A representation of responses is on figure 5.2 below.

Figure 5.2 Communication Channels
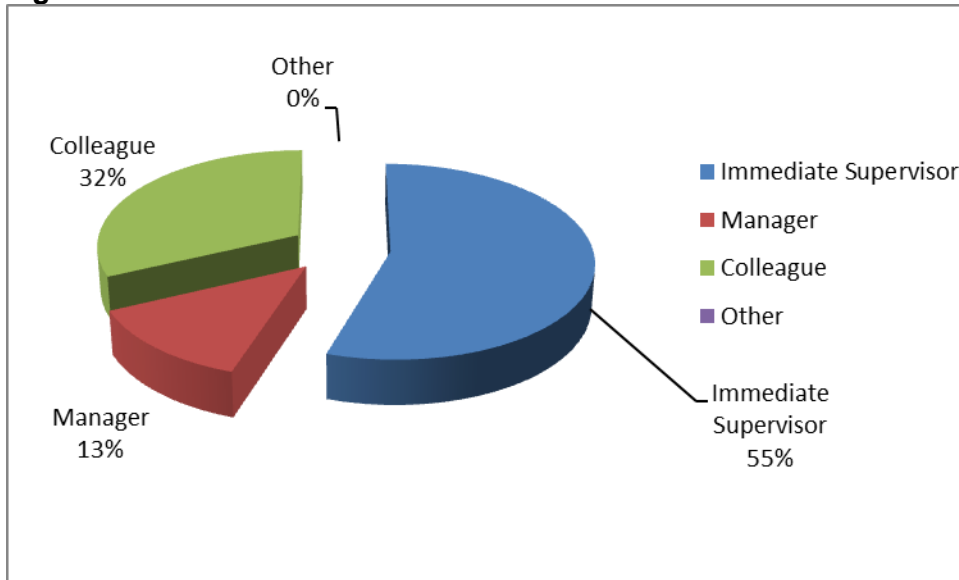
Source (Own construction)

According to the information given on figure 5.2 above, many report to their immediate supervisors or tell their colleagues. Few tell their managers about the problems they face. This could be due to the fact that in the police protocol is followed when it comes to communication. Thus more than 50% of sample indicated that they communicate with the immediate supervisor.

5.2.2 Section B

On this section the Likert scale was introduced and respondents were asked to answer all the questions by putting an X in the respective boxes (numbers) corresponding to each statement. The first part of the section focused on the flow of information in the academy. The following scale: 1= Strongly Disagree, 2 = Disagree, 3= Indifferent, 4= Agree and 5= Strongly Agree was used. Statements 1- 5 asked about the flow of communication at the Academy. The responses to the five questions are in the bar graphs in figures 5.3 – 5.7.

Statement 1, The Flow of Information in the Academy Gives feedback from performance of team members; this statement intended to measure the degree to which information was allowed to flow through the hierarchy. The responses are illustrated in figure 5.3 below**.**

Figure 5.3 Gives feedback from performance of team members
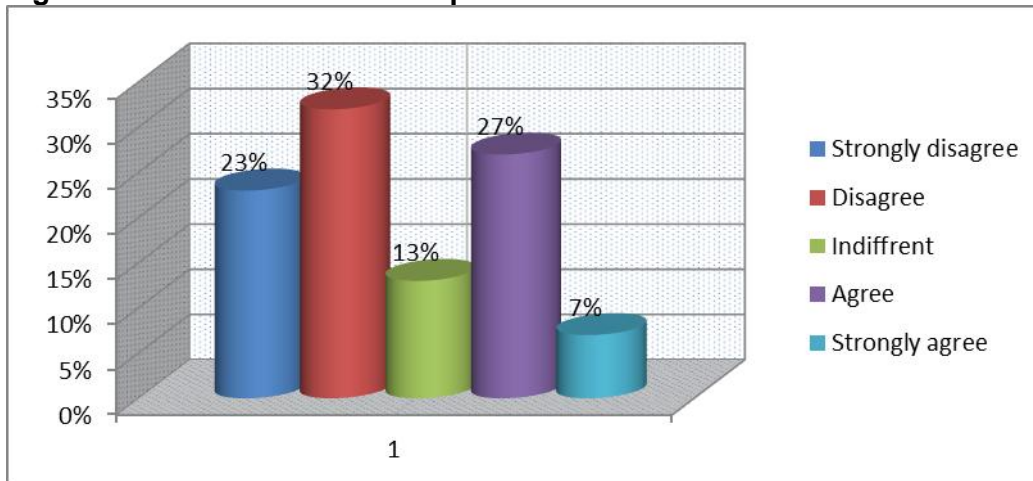
Source (Own construction)

Figure 5.3 indicates that the majority of the respondents (55%) disagree that the flow of communication gives feedback on performance from team members. However, 32% of the respondents believe that the flow of communication at the academy does provide the feedback from the performance of team members. 13% were undecided on the question.

Figure 5.4 (Statement 2) The Flow of Information in the Academy Provides guidelines for correctly performing the project task
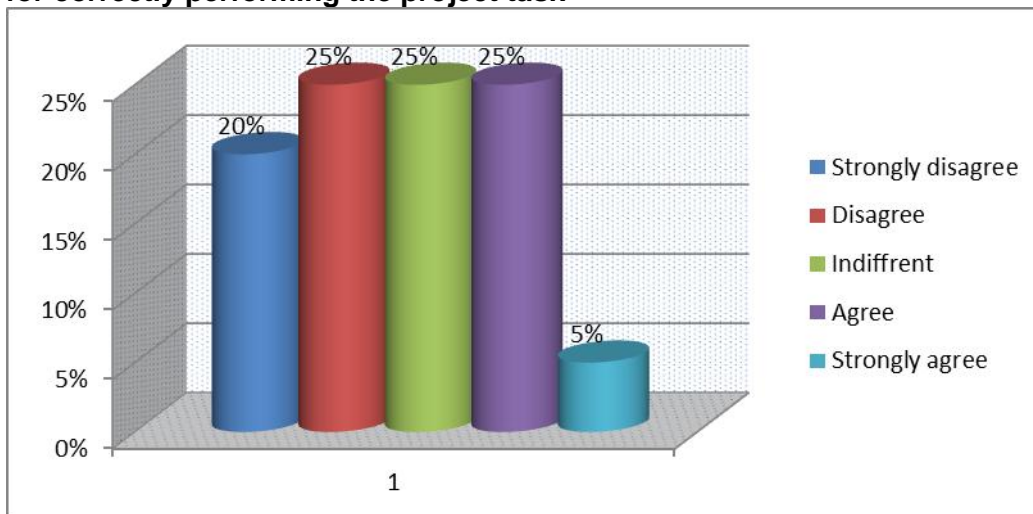
Source (Own construction)

On Statement 2; the flow of communication at my work provides guidelines for correctly performing project tasks; 45 % of respondents disagree, 30% agree and 25% were indifferent. This clearly shows that the communication that is there does not help the employees to get guidelines/ clarity on how to perform their duties.

Figure 5.5 (Statement 3) The Flow of Information in the Academy Provides clear mission and vision of the business team
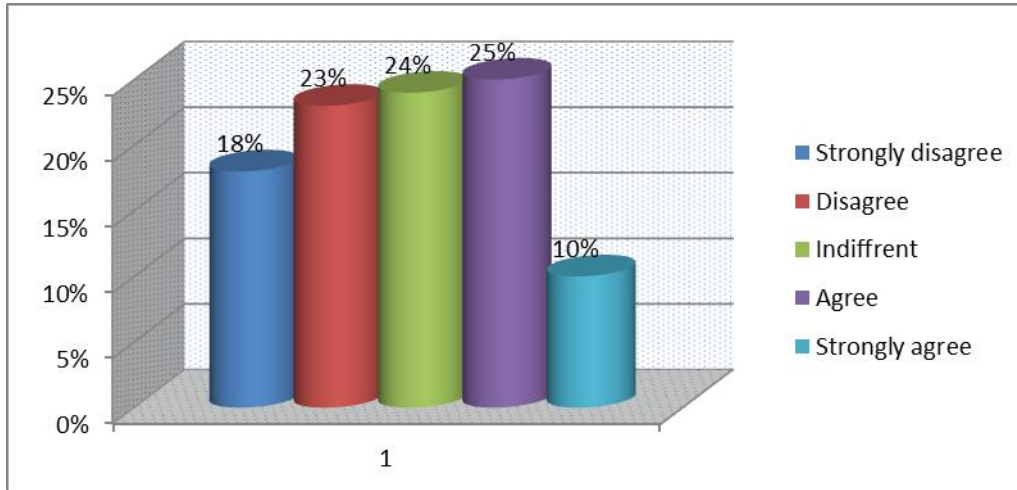
Source (Own construction)

The above information (figure 5.5) indicates 41% of respondents believe that the flow of communication at the academy does not provide clear mission and vision of the organisation, 35 % believe that flow of communication does provide clear mission and vision of the organisation and 24 % of respondents were indifferent.

Figure 5.6 (Statement 4) The Flow of Information in the Academy does not provide adequate structured communication process
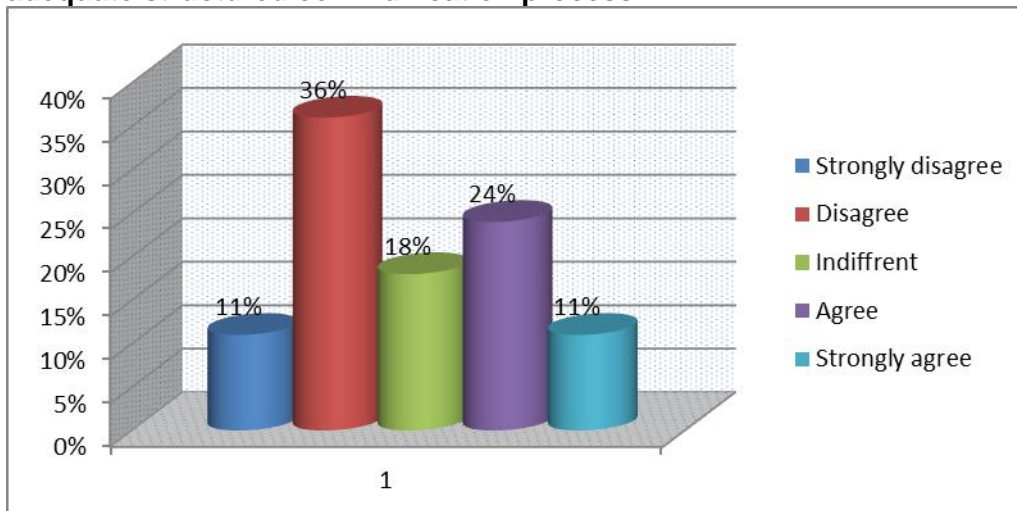
Source (Own construction)

As indicated in figure 5.6 above, 46% believe that there is adequate information passed whereas 35% perceive the information communicated to be inadequate. The ambivalence is at 18%, which is not a very comfortable figure. Sad to say that such a large part of the employees does not believe that adequate information is made available. Contrary to the two previous questions (figure 5.7 and 5.8) it appears that there are adequate structures for the communication process, but the structures are not utilised adequately to enable and provide adequate guidelines for correctly performing the tasks.

Figure 5.7 (statement 5) Information comes in dribs and drabs, but we get it all the same
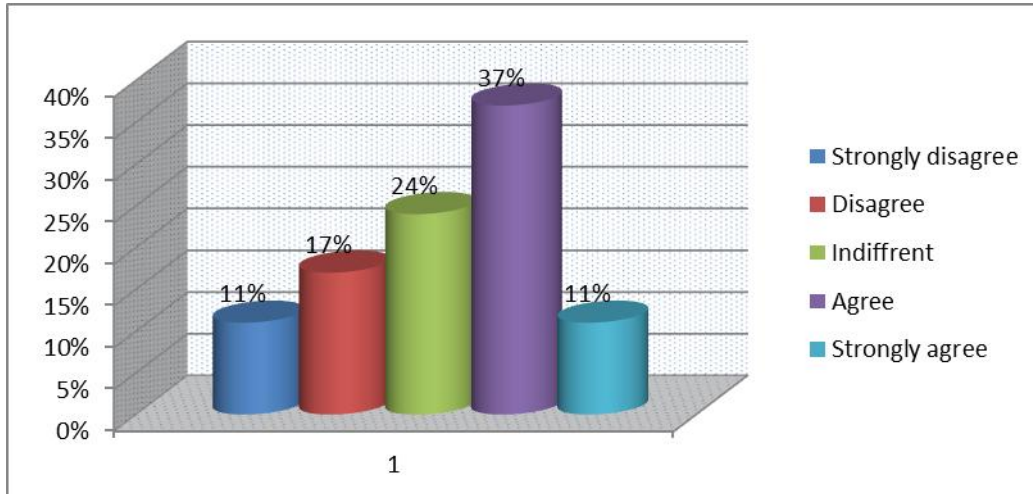
Source (Own construction)

Figure 5.7 indicates that just under half the respondents (48%) believed that the information came to them in parts and not in full, 28% state that they get their information in complete form, and 24% were not decided on the form of the information that they get, or had no opinion about whether or not the communication is effective.

Statement 6 In my workplace it is easy to; discuss all work-related issues with supervisors

Some subordinates do not have good working relationships with the supervisors, they merely tolerate each other. In such instances the relationship is such that communication may not be effective and as such they may not discuss all issues with their supervisors. This question was asked to measure the extent to which cordial relationships were kept between the supervisors and the subordinates. Figure 5.8 below reports the opinion of the respondents.

Figure 5.8 Discuss all work-related issues with supervisors
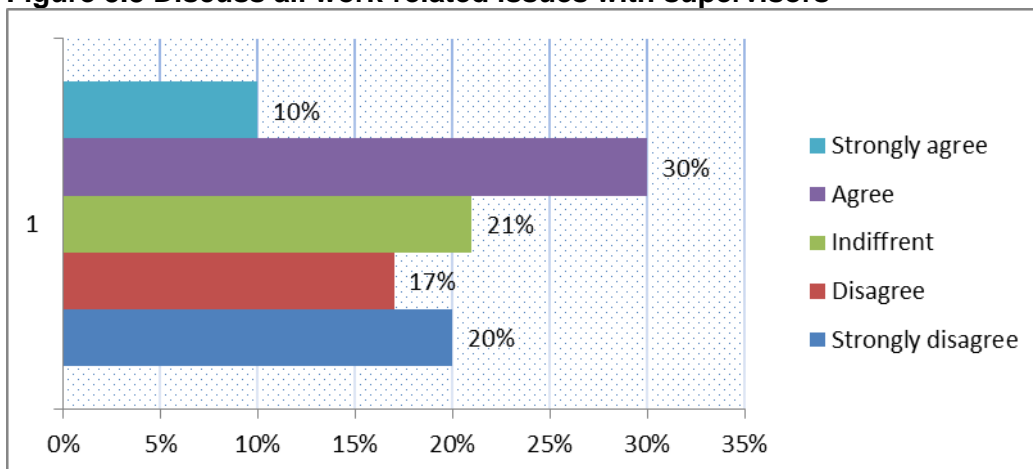
Source (Own construction)

The data collected on Statement 6 (figure 5.8) (it is easy to discuss work related issues with the supervisor) indicate a close link between the respondents who agree and who disagree (41 % agree), (37% disagree) with only 4% difference between the two number and if we

take the actual numbers of people it is the difference between 26 people who disagree and 28 people who agree which makes the difference to be 2 people. There were 21% of respondents who were indifferent.

Statement 7: In my workplace it is easy to - communicate with anyone in other departments

Most bureaucratic structures are characterised by the presence of tall structures operating a silo without constant interaction with other departments. This question sort to identify the presence of such structures in the academy. The response from the respondents is illustrated in figure 5.9 below.

Figure 5.9 Communicate with anyone in other departments
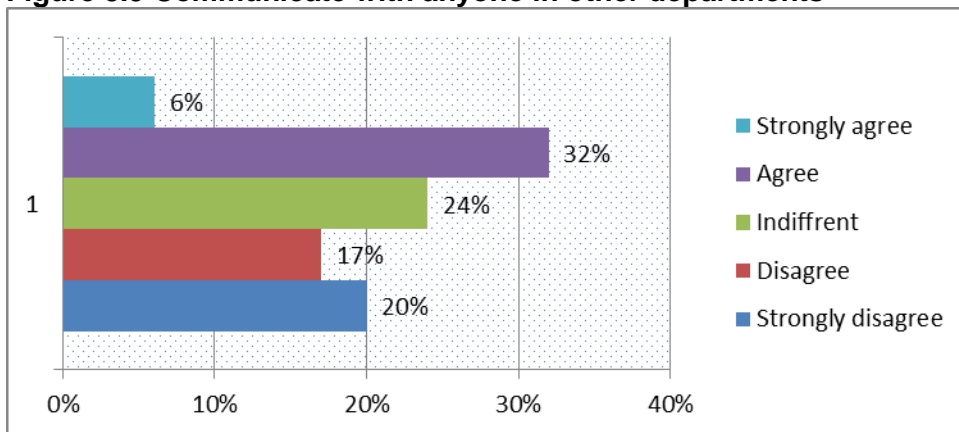
Source (Own construction)

The information on figure 5.9 indicates that 38% agree, 37% disagree and 24% are indifferent to the statement above. Again the inability for a decisive response causes concern since there is no generalisation that can be made. That is indicate of a structure where there isn't easy interaction of people from different departments at all the levels. The ambivalent are unacceptably high at almost ¼ (24%) of the respondents.

Statement 8: In my workplace it is easy to - communicate with a person doing same job as me in my department.

Though this question was considered necessary, it was a given and the answer was expected to be in the affirmative. People in the same department at the same level will most certainly work together and assist one another to perform the different tasks. The respondents (figure 5.10) tell a slightly different story from expectations.

Figure 5.10 Communicate with person doing same job as me
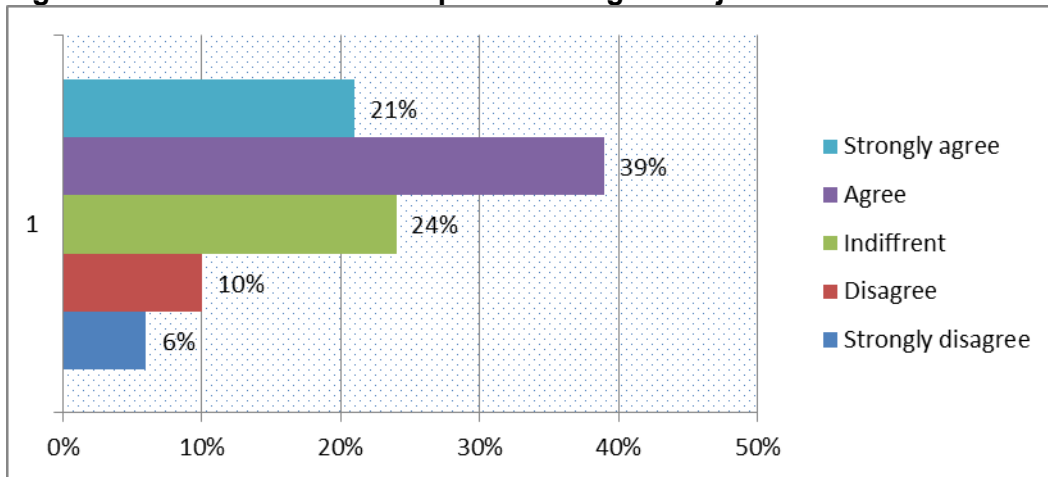
Source (Own construction)

Figure 5.10 records a high 61 % agreeing that communication with individuals doing the same job was effective, the expectation was that 90% plus of the respondents would agree. All the same, it can be generalised that there is a high degree of communication and interaction of people doing the same job. It is still difficult to understand why ambivalence would remain that high (24%) especially when reference is made to people doing the same job in the same department.

Statement 9 In my workplace it is easy to - communicate with person at same salary level.

In the police force hierarchy is taken seriously, and salary level generally equals position. This question would be considered the same as one above, except the one above does not denote rank, since salary denotes rank. It is however very common to find people doing the same job but different salaries because of the difference in the ranks. The opinions of the respondents are recorded in figure 5.11 below.

Figure 5.11 Communicate with person at same salary level
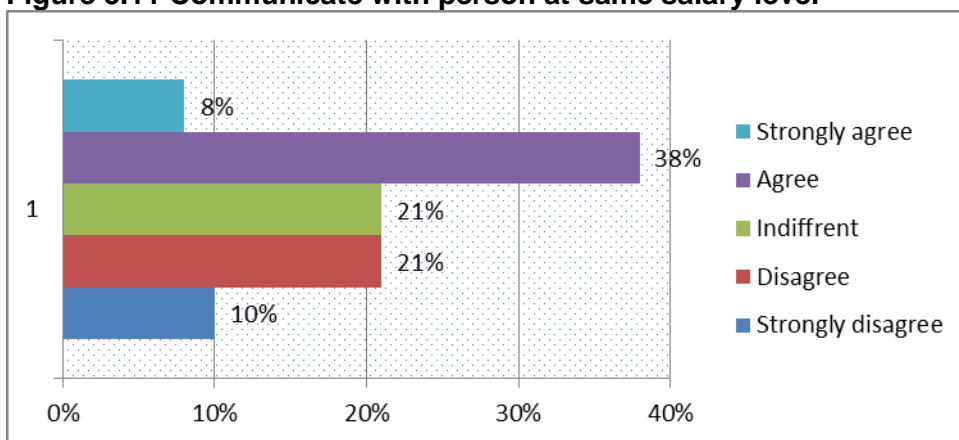
Source (Own construction)

Another situation indicating how difficult it is to generalise with the communication system in the academies, 47% say that it is easy. A 31% response indicates that it is difficult to

communicate with such people in the system, ambivalence remains at an uncomfortable $\frac{1}{5}$ (21%).

Statement 10 In my workplace it is easy to - communicate with person with a higher salary.

As alluded to above, salary levels denoted rank, and this may be understood in the context of the rigid structure in the police force in general and the academies in particular. For this reason, it was decided that the clarity be sought on how communication flows within the structure (both intra and inter-departments). The responses are recorded in figure 5.12 below.

Figure 5.12 (Stat. 10) Communicate with person with a higher salary
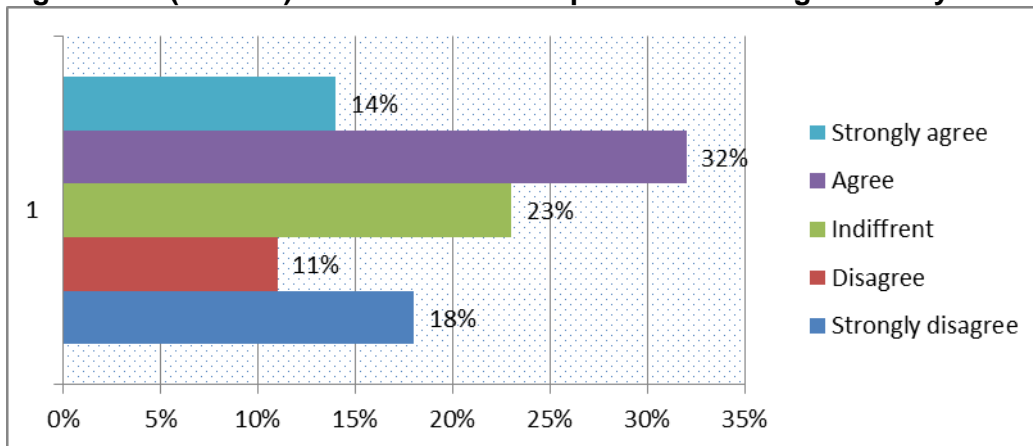
Source (Own construction)

Again the statistics does not allow for any generalisation, making it difficult to understand the situation within the academy. According to the information on figure 5.15, it seems that there is not a difference with the ease of communication with the person on a higher salary level and a person at same salary level; 47% agree, 30% disagree and 23% are indifferent.

Statement 11: In my workplace it is easy to - communicate with person who speak same language- same level

The academy is easily divisible into cultural and language groups, and people too often seem to classify themselves according to their language s. Using the data above, it is evident that there seems to be no easy interaction between workmates of different ranks. This statement sought to identify if people speaking the same language (both intra-group or inter-group) at the same level interact freely. The interviewees' opinions are recorded in the illustration below (figure 5.13).

Figure 5.13 Communicate with person who speak same language- same level
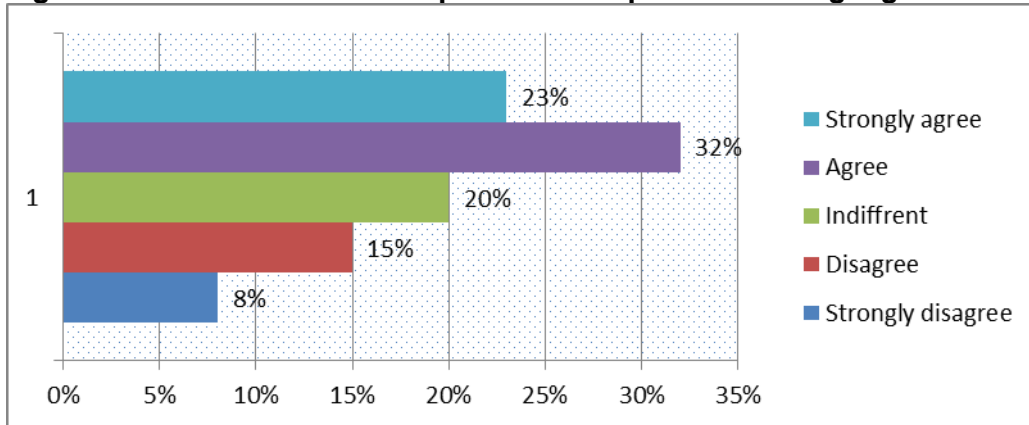
Source (Own construction)

Somewhat less than expected, but equally important because generalisations can be made, 55% find it easy to interact with peers that speak the same language. The level of indifference remains in the twenties (20%) with 25% indicating that it is either not easier or they may not bother interacting because they speak the same language with a colleague. It may also be due to the presence of the silos that language similarities may not mean much in such a bureaucratic hierarchy.

Statement 12 In my workplace it is easy to; communicate with a person who speaks same language-higher level

The hierarchy effect is again reflected here, and this time the hierarchical structure is tested against language. Essentially the question aimed at is whether similarity of language breaks the communication problems inherent in the system. The respondents had this to say, as recorded in figure 5.14.

Figure 5.14 Communicate with person who speaks same language-Higher level
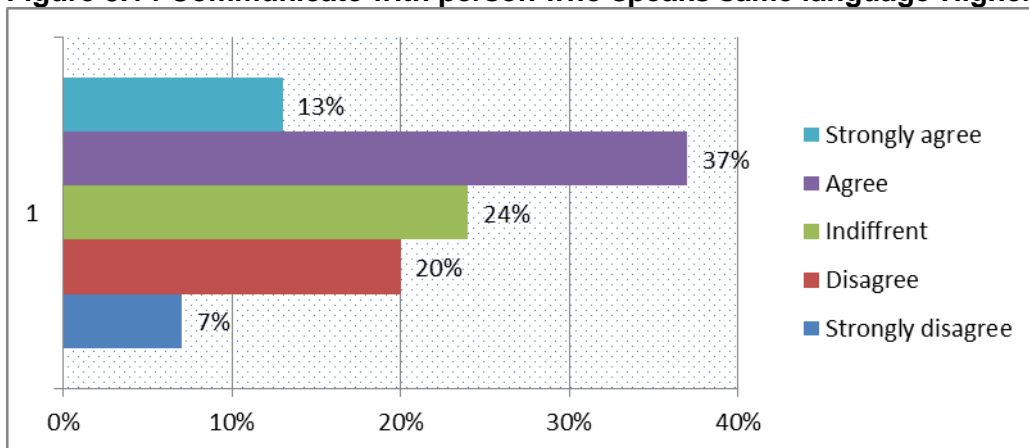
Source (Own construction)

The questionnaire did not specifically request for the different languages of the respondents, but the results again fail to allow for a generalisation. With 49% thinking that it is easy to communicate with people of a higher rank if they speak the same language with you. This percentage is 6 % lower than that of people who speak same language – at same salary

level above but closer to the percentage of the people who agree for the same salary level and higher salary level above; which were both 47%. 27% indicated that it is not easy to communicate with people who speak the same language - higher salary level as them and 24% were indifferent. There is still a high percentage of people who agree that it is easy to communicate. It is quite clear that communication among people at the academy, being in different levels, earning higher or lower salaries, is good. Most agree that it's easy to communicate with other people.

Statement 13 It is easy to accomplish tasks with- someone from different department from mine.

Apart from the need to understand the degree of communication, the researcher wanted to understand if it was easy for people from different departments to cooperation when involved in a joint (inter-department) project. The interviewees' opinions are reflected in figure 5.18 below.

Figure 5.15 Complete task with someone from different department
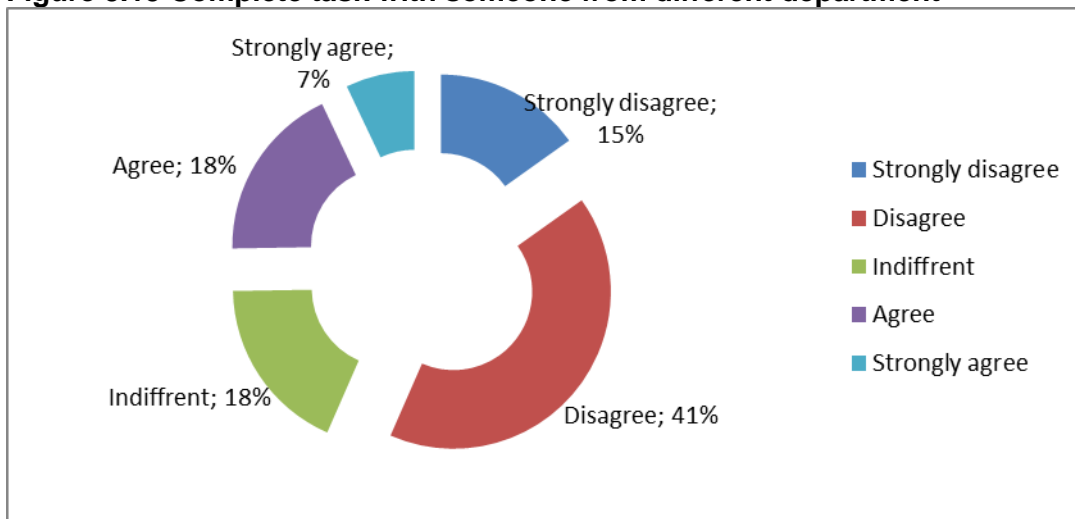
Source (Own construction)

An astounding number of 56% of the respondents indicated that it is not easy to complete tasks with someone from a different department. It can be generalised here that inter-departmental projects are not easy to manage. It is not clear if the reason is poor communication, dual loyalty of the practitioners, or the complex nature of the project. There is no significant decline in those who are indifferent, but 25% said it is easy to work with someone from a defferent department.

Statement 14 It is easy to accomplish tasks with; someone at lower level than me in the same department.

Though this question was thought to be a given, the researcher wanted to confirm the expectations that cooperation and communication would be easy with someone in the same department, who is a junior. It was assumed that the senior official would have some degree

of authority that could be used to facilitate execution of such intra-departmental projects. The responses from the interviewees are recorded below in figure 5.16.

Figure 5.16 Complete task with someone at lower level than me
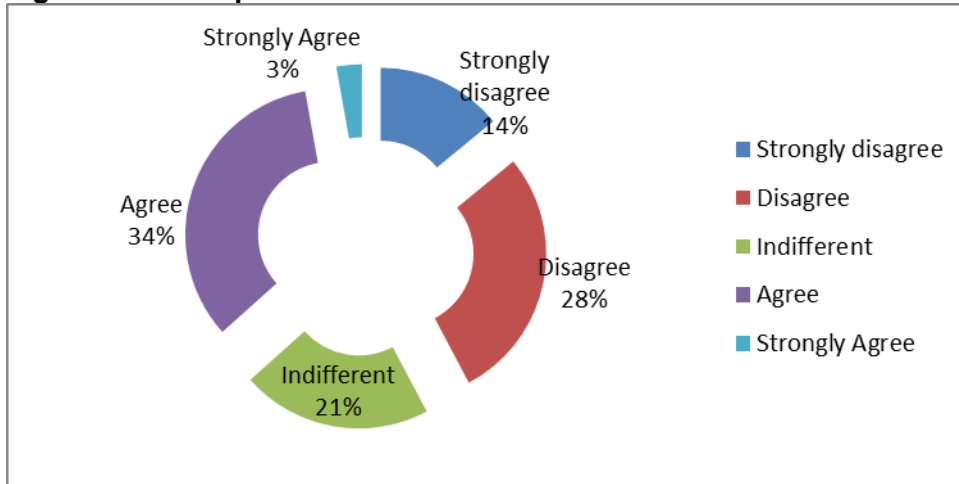
Source (Own construction)

The agreeing and disagreeing in the main are comparable with a differennce of little statistical significance (42% were disagreeable and 37% were agreeable), the indiferent are at 21%. There is no generalisation that can be made. It also is not clear why this would not be a given since the people are in the same department where authority can be exercised.

Statement 15 It is easy to accomplish tasks with; someone at higher level than me in the same department.

This is another area that needed to be explored even though it is comparable to the figure 5.16 above, this particular makes reference to the respondent as the subordinate. It is interesting to see what the junior employee would say about him / her working with a senior staff member over a project. Figure 5.17 below reports of the responses from the respondents.

Figure 5.17 Complete task with someone at higher level than me
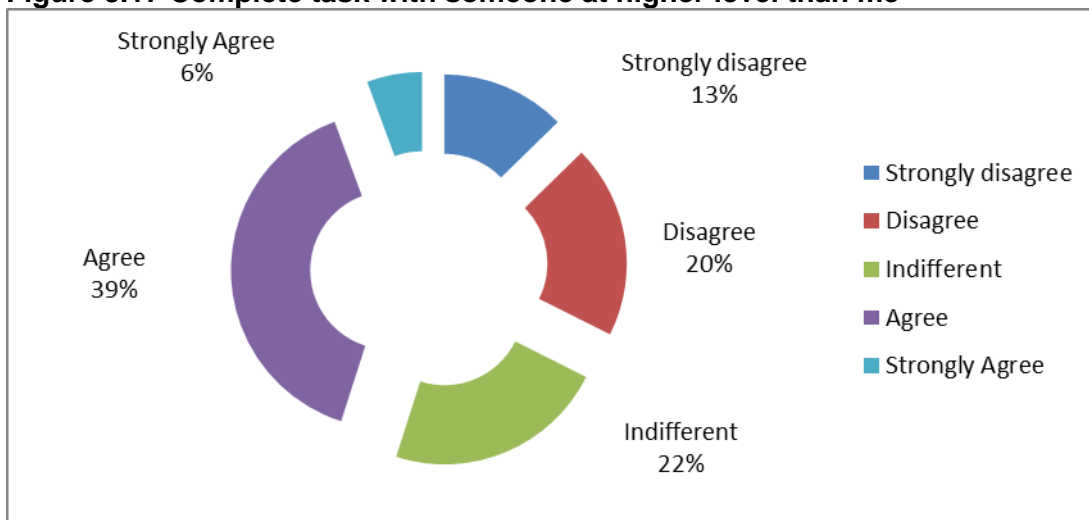
Source (Own construction)

It seems like a little more respondents find it easier to work with a person at a higher level than them (45% agree), where for completing a task with a person at lower level 37 % of the respondents agreed that it is easier. 32% of the respondents on this question indicated that it is not easy to complete task with someone at higher level as the respondent and 23% were indifferent.

Statement 16 It is easy to; communicate with immediate supervisor about problems.

Too often subordinates want to share problems with their immediate line managers, be they work related or personal problems. The assumption made here was that if there is a cordial relationship between the two, the likelihood is that they would communicate problems freely. The findings, which may be a reflection of how hierarchy is treated in the academy is reported in figure 5.18 below.

Figure 5.18 Communicate with immediate supervisor about problems
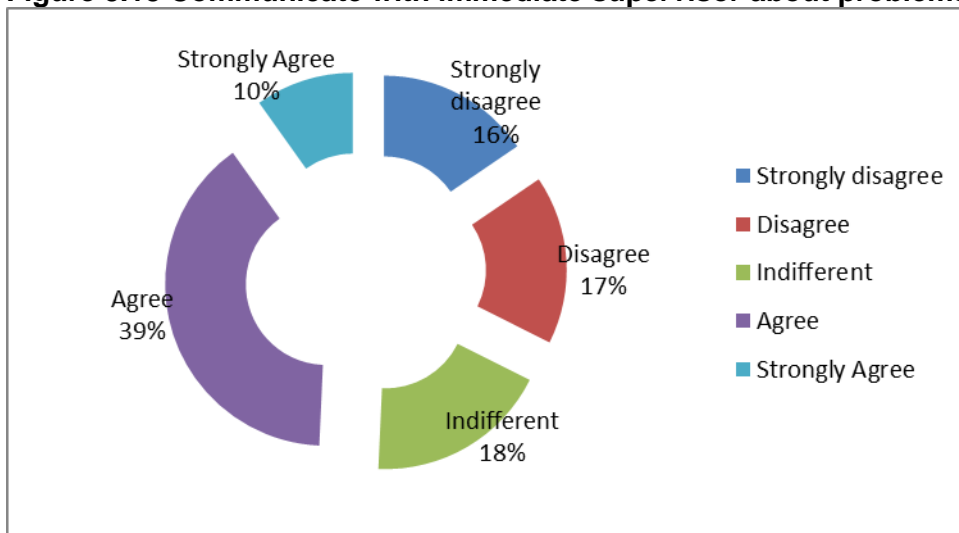
Source (Own construction)

Close to half of the respondents (49%) indicated that it is easier to communicate with a supervisor about work related problems, 33% disagree and 18% were indifferent. The figures do not seem to impress much even though there is a slight decline in indifference and a slight increase in "better comminication."

Statement 17 It is easy to; communicate across functional teams working towards common goal.

Too often different teams in different departments may be called up to join hands and work on a multi-team inter-departmental project. The respondents are therefore requested to evaluate how these teams have communicated and cooperated on these projects. The responses are in figure 5.19.

Figure 5.19 Communicate across functional teams working towards common goal
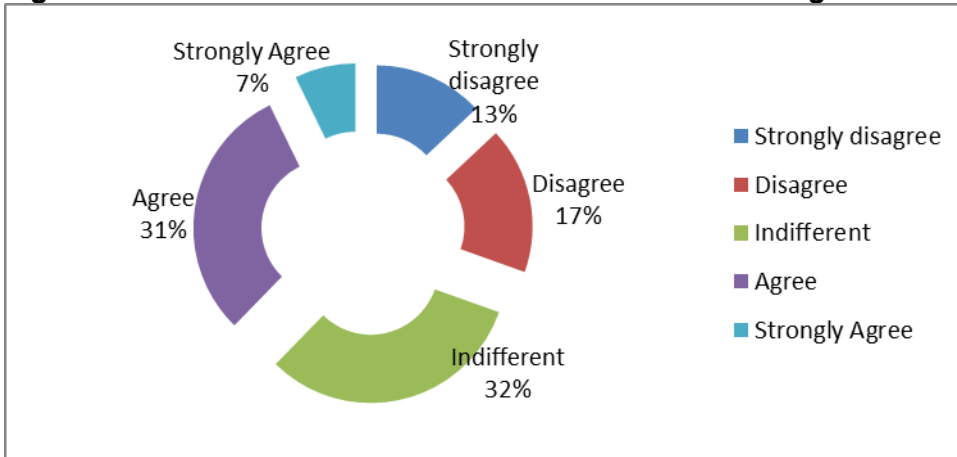
Source (Own construction)

The respondents dont find it as easier communicating across functional teams working towards common goals. Only 38% opined that it is easy to work in inter-departmental teams, a 32% high is the indifferent leaving 30% disagreeing that it would be easy. Again there is no generalisation that can be made.

Statement 18 It is easy to; get relevant work related information through formal communication channels.

An environment where the relationships are too formal and heavily structured may become difficult to allow for the free flow of information. The respondents gave information which is illustrated in figure 5.20 below.

Figure 5.20 get work related information through formal communication channels
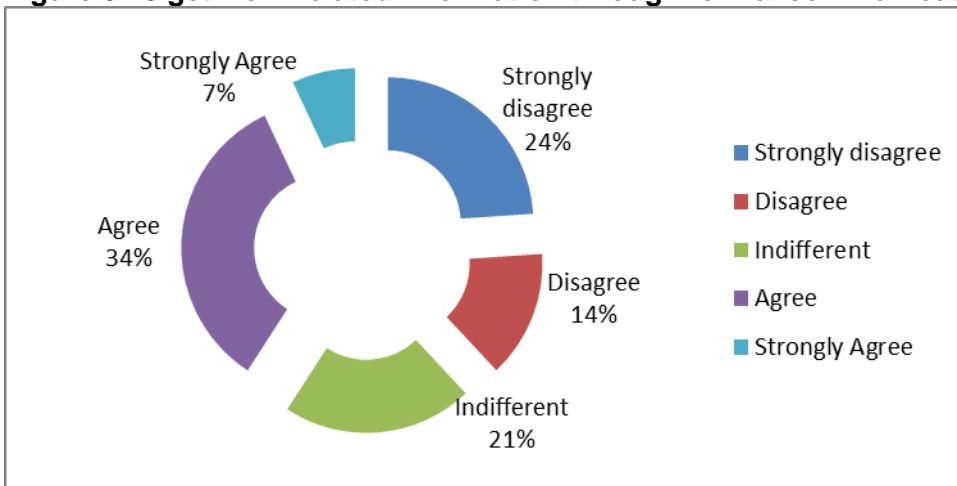
Source (Own construction)

The report indicates that 41% agree that it is easier to get information through formal communication channels, it was expected that the positive response would be higher than this. With indifference at 21%, it leaves the 38% disagreeing with the statement and allow no space for generalisations.

Statement 19 It is easy to; get work related information through informal communication channels

The grapevine is one way of providing information in many organisations where there are no clearly defined communication plans and strategies. This question meant to make a comparison between the collection of information through the formal channels compared to that of the grapevine (informal). The respondents' opinions about information flow is recorded in figure 5.21 below.

Figure 5.21 Get information through informal communication channels
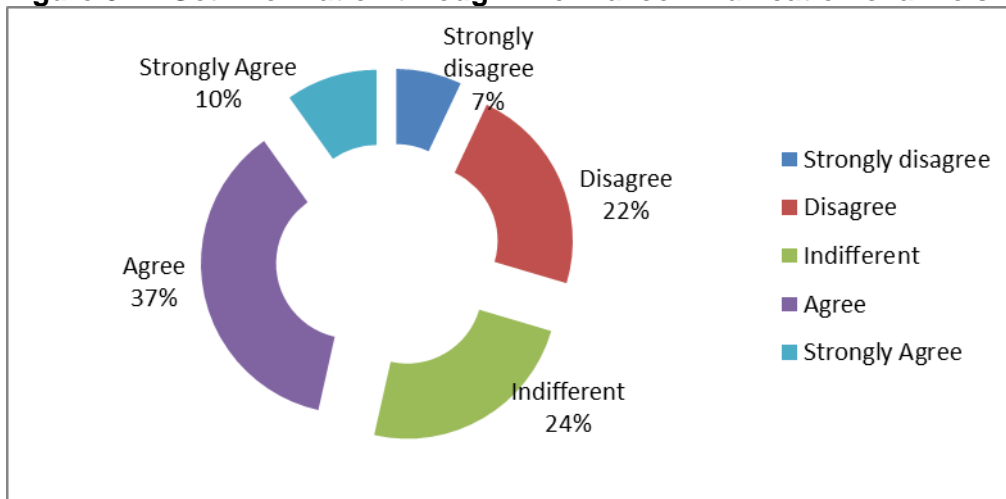
Source (Own construction)

The informal channels seem to be well effective at 46%, with the ambivalent at almost a ¼ (24%) of the respondents, only 30 disagree. Again there is no generalisation that can be made. It would appear that the communication system in the academy is not structured and is not managed properly.

Statement 20 My manager or supervisor; does not communicate critical information to us the subordinates.

This statement was meant to try to break the hierarchy in that it becomes necessary to try to understand the bottle necks or sources of communication problems in this bureaucratic structure. Figure 5.25 below reports on the findings.

Figure 5.22 Does not communicate critical information with us
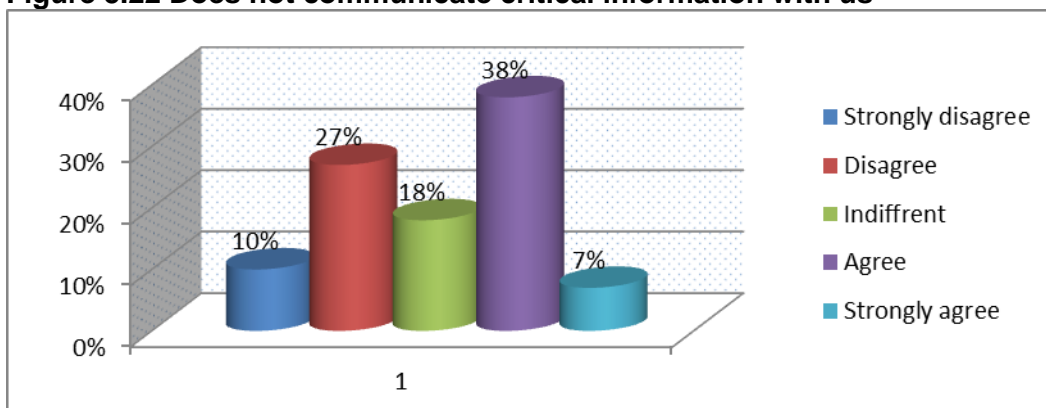
Another instance where generalisation is difficult, yet the indifference is at an 18% low. 45% agree that the manager/ supervisor does not communicate critical information with the subordinates whereas 37% disagree. Again it is difficult to understand why there are no outright answers or opinions about these statements, this is complicated by the presence of too many people who have no opinion on these issues.

Statement 21 My manager or supervisor; gives me feedback that helps me to execute my duties effectively.

Information is critical, and in the absence of relevant and timely information performance is affected, thus retarding the progress required. It goes without saying that it also frustrates the subordinates who want to perform their duties well with the hope of getting promotion or developing their careers. The respondents expressed their feelings which are recorded in figure 5.23 below.

Figure 5.23 Gives feedback that helps my performance
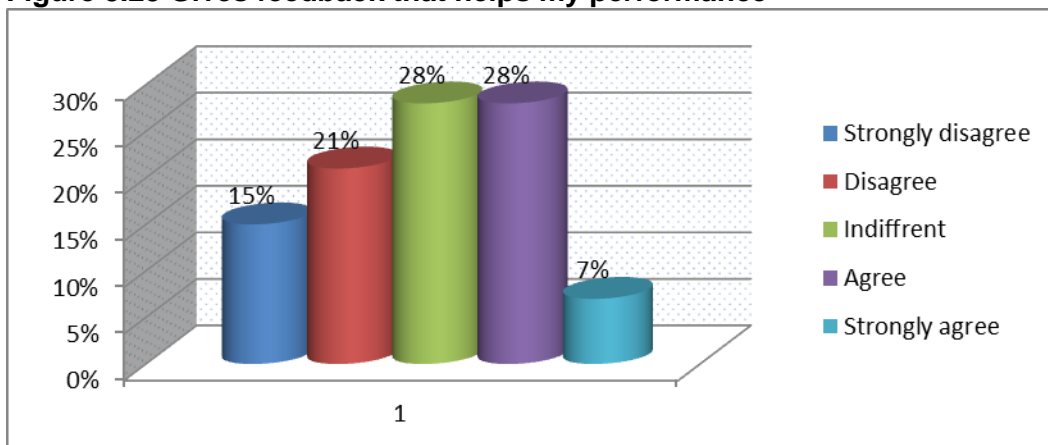
The information on figure 5.23 indicates that there is a very close tie between the respondents who disagree (37%) and those who agree (36%) and there is 28% who are indifferent. Evidently there is no effective feedback given to the subordinates, and this can only promote non-functional systems in the academy.

Statement 22 My manager or supervisor; delays giving me necessary feedback at any request

One critical area in effective leadership is responsiveness, this statement sought to identify the effectiveness of the managers and supervisors in the academy. The absence of effective responses will only serve to frustrate the subordinates and affect the organisational performance. In figure 5.24 below, the respondents speak their minds out on this issue.

Figure 5.24 Delays giving me necessary feedback at any request
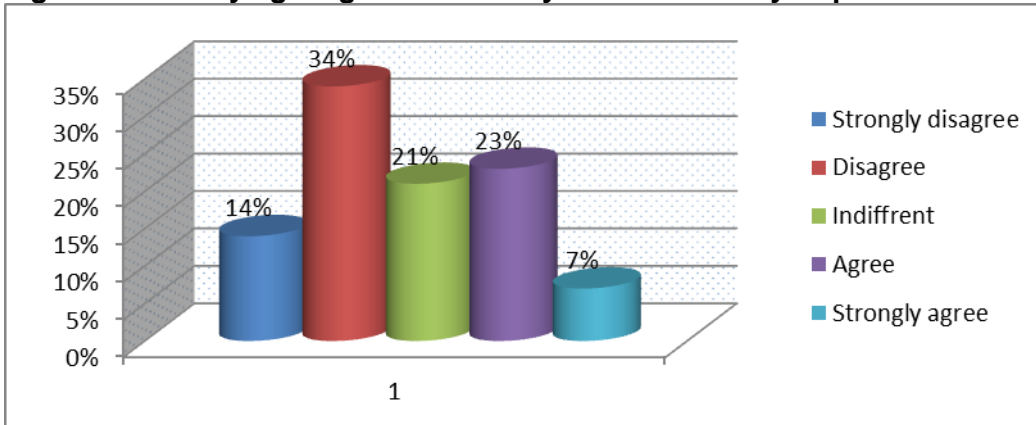
Source (Own construction)

According to the information above, close to half of the respondents (49%) disagree that the manager or supervisor delays in giving necessary feedback at any request and 30% agree then 21% are indifferent. There is a slight improvement, but it was expected that a higher percentage of the respondents would report that the managers and supervisors are much more responsive than what the statistics say.

Statement 23 My manager or supervisor; delays feedback and thereby affecting my performance

The intention was to measure the impact of the delay in feedback on operational efficiency of the subordinates. Most administration and management functions comprise of a large component of use of information, most of which is provided in written or spoken form. The perceptions of the subordinates are indicated, take note that supervisors and managers are also subordinates to their supervisors. The detail is in figure 5. 25 below.

Figure 5.25 Delays feedback and therefore affecting my performance
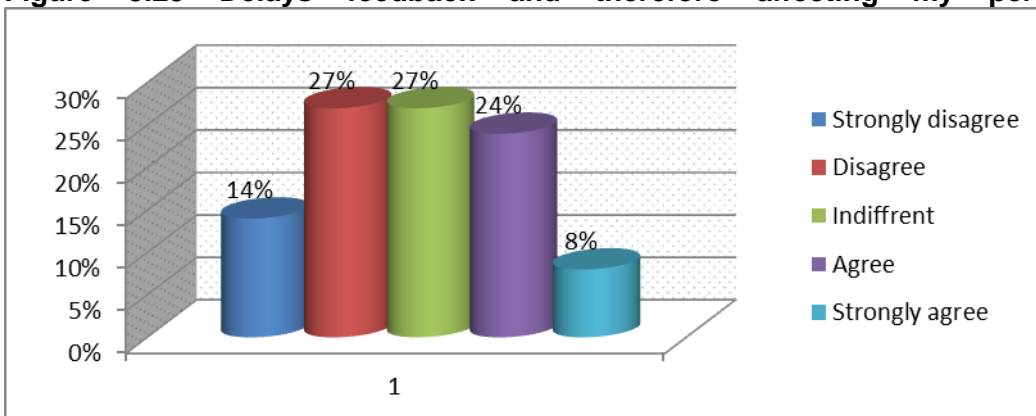
Source (Own construction)

The infornation on figure 5.25 indicates that 41% of respondents disagree that the managers/ supervisor delays feedback, 32% agree and 27% were indifferent. Again the indifference is high causing more concern, it is a positive somewhat that 41% of the time the supervisors do not affect the performance because of their delay in giving feedback.

Statement 24 My manager or supervisor; regularly comes to me to discuss work-related issues.

It is almost tradition that senior managers or supervisors never go to the offices or workplaces of their subordinates for coffee sitting or discussing business. The common practice is that the junior goes to the supervisor or manager to discuss business, even if it is simple socialisation. It is not clear what the reason is, but when it takes places it gives the impression of an effective communicator. The opinions and experiences of the subordinates are reported in the figure 5.26 below.

Figure 5.26 Regularly come to me to discuss work-related issues
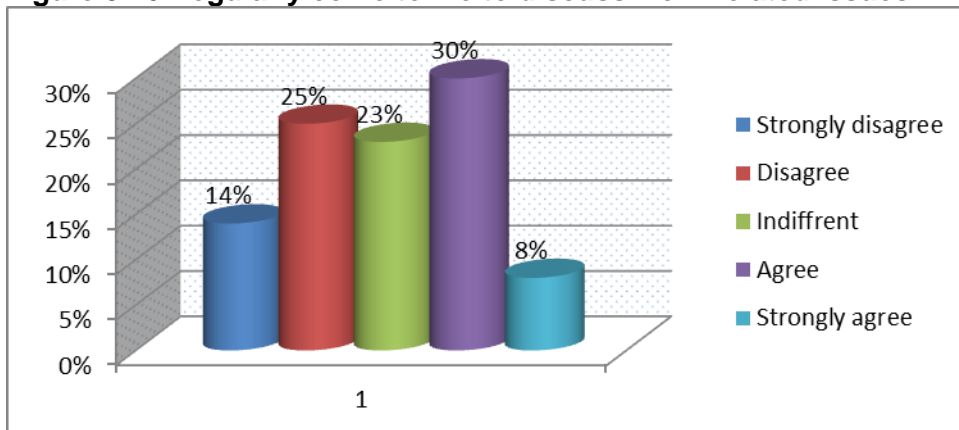
Source (Own construction)

The information on figurre 5.26 indicates that there is a close tie between the respondents who disagree (39%) and those who agree (38%) that the manager or supervisor regularly comes to them to discuss work-related issues. As alluded to, the opposite is generally the formula, it is surprising that 38% of the respondents have their superiors come to discuss business with them insteading of calling them to their offices. Indifference stubbornly remains above $^1/_5$ of the respondents at 23%.

Statement 25 My manager or supervisor; Never comes to me to discuss work-related issues.

This statement is the same as the preceding statement (statement 24) except that it is asked in the negative. It was expected that there would be no marked difference in the findings since it was the same question essentially. The response is recorded below in figure 5.27 and the findings are discussed after the illustration.

Figure 5.27 Never comes to me to discuss work-related issues
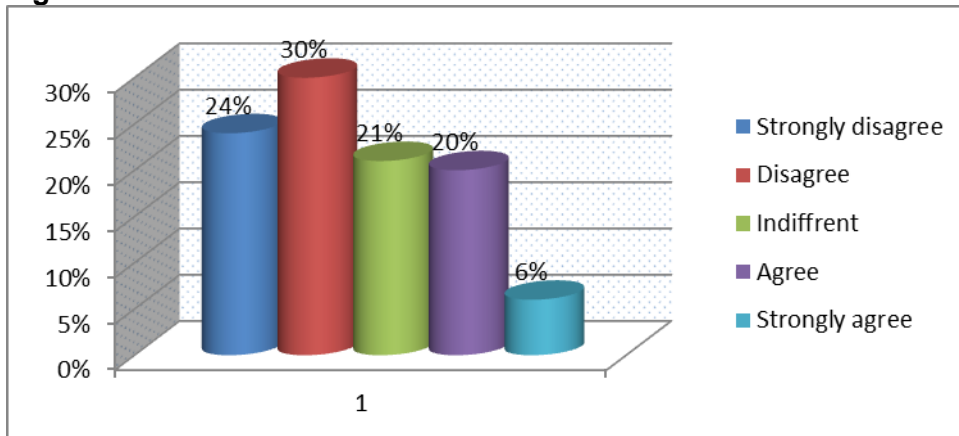
In figure 5.27 above 54% of the respondents actually disagree that managers come to their offices to discuss work related business. This contrary to the assertion made earlier on that supervisors and managers would rather call a subordinate to their offices instead of going to discuss from the offices of the subordinates. Ambivalence remains above 1/5 of the respondents at 21%, with ¼ (25%) disagreeing that managers don't want to go to discuss business in the subordinates' offices.

The following set of statements 26 – 32 makes reference to team work and the climate within which the organisation operates.

Statement 26 Team work; there is effective team spirit among departmental members in general.

Earlier a similar question was asked but it made reference to individual cooperation, the individuals are put into teams to accomplish certain tasks from time to time. Working in a team takes some special skills to be able to keep the team motivated and united, there is need for effective team leadership. The response is recorded in figure 5.28 below.

Figure 5.28 There is Effective Team Spirit Among Members
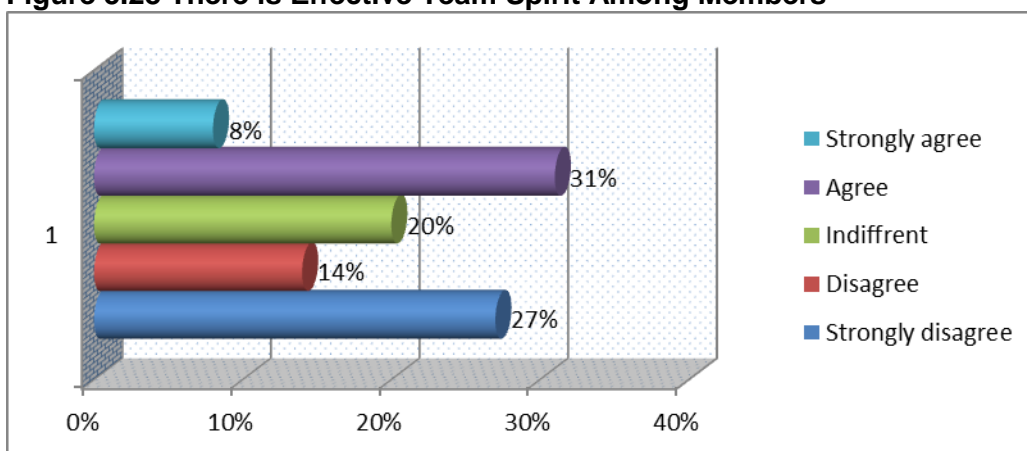
Information on figure 5.28 shows that there is a close tie in terms of the responses to the above question where 41% disagree that there is an effective team spirit among members

and 39% agree; 20% were indifferent. The difference between those who agree and those who disagree is only 2 %. In this statement there is a greatest number of responses who strongly disagree which is 19 respondents (27%).

Statement 26 Team work – there is constant and timeous relevant feedback to all team members

In a team the assumption is made that they should be treated equally, as such whatever information or feedback to any propositions or requests should be given in time, and in the appropriate format for the team members concerned. All the staff members get involved in one team or another as part of their duties and responsibilities. The respondents' feelings are illustrated in figure 5.29 below.

Figure 5.29 Constant and timeous feedback to all members
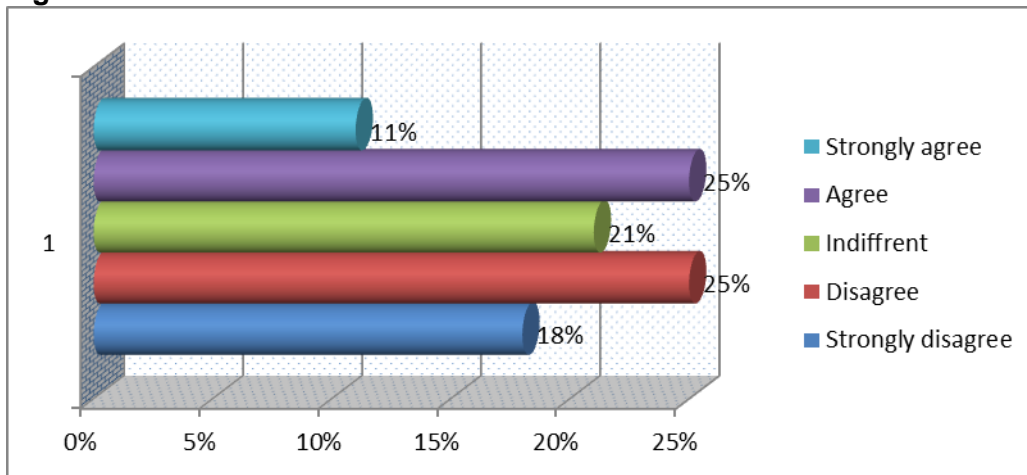
Source (Own construction)

In the figure 5.29 above 44% of respondents disagree that there is a constant and timeous feedback of relevant information to all members. Whereas 37% agree that there is relevant feedback to all members of the team, with 21% being indifferent. Again the figures do not come clear out to allow for a generalisation which would enable us determine the culture in the academy. Safe to say that there seems to be structural communication compounded by the possible absence of a clearly defined communication plan and strategy.

Statement 27 Team work – Some team members get relevant information timeously before other team members get the full information.

This statement sought to identify possible practices where team members are not treated equally with some getting preferential treatment. It can be surmised here that there will be other members considered more powerful or indispensable and thus resulting in preferential treatment. This statement was tested as provided for in figure 5.33 below.

Figure 5.30 Some get more information earlier than others
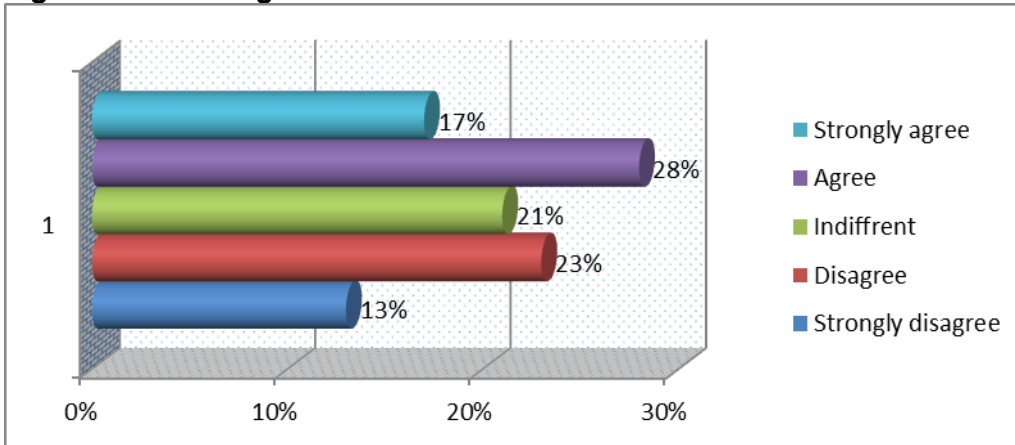
Source (Own construction)

The findings confirm the previous finding (with a difference of 1% between the 44% in the previous response to the 45% in the response in figure 5.30). This somewhat confirms that there is no equal constant and continuous feedback to the team members. Here 45% of respondents are saying that they agree that some get more information earlier than others; 34% disagree and 21% are indifferent.

Statement 27 Team work – has improved inter-departmental communication at the workplace; the presence of a team (inter-departmental or intra-departmental) is bound to increase the interaction between the participants in the project. Mostly more out of necessity than mere personal determination, the people have to discuss, and this is assumed to help with the frequency of interaction. This theory was tested by the research and the findings are in figure 5.31 below.

Figure 5.31 Effect of team work on communication at workplace
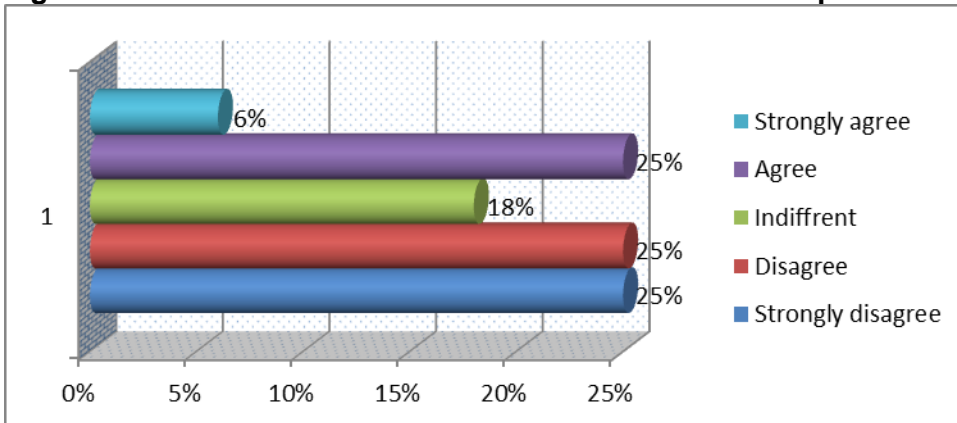
Source (Own construction)

Figure 5.31 indicates that 51% of the respondents believe that there is no improved communication at the workplace, whereas 31% agree that there is improved communication in the workplace and 18% were indifferent. This raises a few questions, namely; Are there any teams established to work on projects at the academy? How many of these respondents take part in projects? Are projects a regular means of achieving inter-departmental

assignments? It can however be generalised that inter-departmental teams have not improved communication in the academy.

Statement 28 The academy is a relaxed environment and spirit that allows me to speak freely;

Sad to say that some management styles or organisational cultures make it difficult for employees to freely express themselves in their environment. It is also possible to have an environment where certain things may never be said by certain people, lest they be victimised. Whistle blowing is such an act that may cost one their job. The feelings of the respondents are expressed in figure 5.32 below.

Figure 5.32 Relaxed environment and spirit that allows me to speak freely
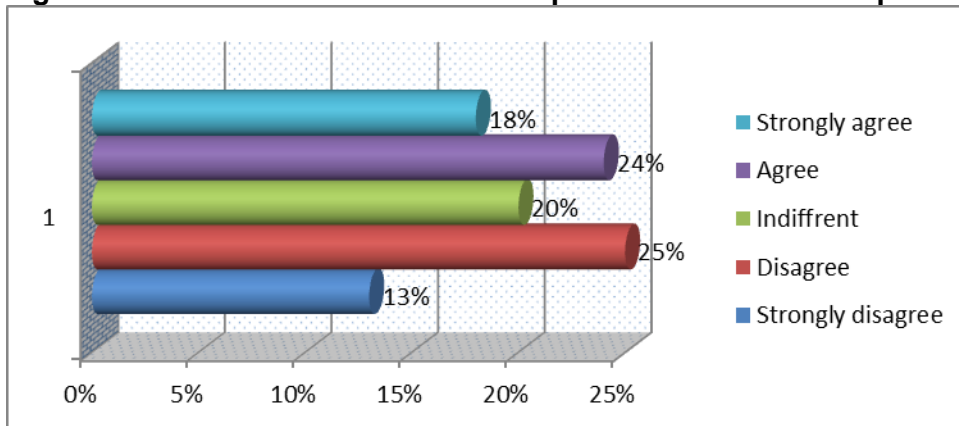
Source (Own construction)

Just under half of the respondents (49%) posit that the environment is not relaxed enough for them to be able to speak freely. Ambivalence in this research has remained high, this time at 20%, with the remainder (31%) positing that the environment is relaxed enough for them to speak openly. May be the presence of this unprecedented high figure of ambivalence may be because people do not feel free to express themselves.

To carter for any other issues that may have been omitted by the questionnaire, the researcher made provisions for any other issues that the respondents deemed essential and they wanted to speak about. The statement they respondent is recorded below.

Statement 33 Please list below (space provided) any other issues you may want to highlight

Numerous responses were provided, and these were grouped according to their similarities, and the 5 most frequently stated are recorded in table 5.4 below.

Table 5.4 (Statement 33) Other Issues Highlight

No.	Other issue highlighted	Frequency	Percentage
1	Favouritism	32	30%
2	Lack of human and physical resources	28	26%
3	No feedback given from management and supervisors	22	21%
4	Lack of recognition and encouragement	14	13%
5	Lack of team work	10	9%

Source: Own Construction

Favouritism - heads the list of complaints by the respondents, it is not clear exactly what this is about. The general understanding here is that people in the workplace develop associates, friends and or people they like. The basis for the favouritism is not defined, except to surmise that it may depend on many factors, amongst others; people of the same race with, people who speak the same language with you, people who work closely with you, people you may seem to do well with. The mention of favouritism implies that these are given preference over others unfairly.

Lack of human and physical resources – stated as another problem in the academy, it is not clear if this is mentioned as having an impact on communication. It would appear that the lack of resources would have no direct impact on the ability of people working together to be able to interact unless if there any other barriers. The academy is one large complex within the same fence, meaning there is no need to move from one complex into another. Besides, telephones, cell phones and many other communication gadgets are well established in the infrastructure. All the same, a good size of the respondents (see table 5.4) felt that there is a shortage of both human and physical resources, no mention was made specifically of what is short.

No feedback from management – this is interesting because it had been covered in the questionnaire. Figures 5.28 and 5.32 seem to have some form of contradiction or a marked difference in the statistics shown (34% and 44%), the ambivalence remaining above mid - twenties (percept) is a disturbing factor. Whatever the figures come up, feedback is an essential part of effective management, and that elements of communication needs to be looked at closely in the academy.

Lack of recognition and encouragement – this borders on job satisfaction, meaning that there is a degree of dissatisfaction amongst the employees. Recognition brings about self - esteem and boosts self - worth which is motivating and encouraging for the employee. It is known that a motivated employee is a productive employee, this means that if managers will communicate "recognition" of employees' performance, that may make a mighty difference in the workplace.

Lack of team work – already alluded to in the preceding responses (figure 5.28 and figure 5.31), there is a general feeling amongst the respondents that there is no team work spirit. There are many possibilities; it could be poor project team management competencies, the organisational structure or even the lack of support from senior management giving a sense of (not important) projects to be executed. Whatever the reasons, it is clear that there is concern over the lack of team spirit, the absence of this team work may directly affect project management performance.

5.2.3 SECTION C

These were opened ended in which the respondents were asked to answer all the questions by using the space provided. The request was; "List 4 communication behaviours expected of a person who has made a mistake/ erred."

The idea of this section was to try to see what the expectations were from the response in terms of the behaviour (communication) of an offender. This behaviour would then be translated as having meaning as it relates to the extent of remorse or arrogance by the belligerent. Table 5.7 lists the 5 most common statements provided by the respondents.

Table 5.5 Frequently Expected Behaviours

No.	Communication behaviour	Frequency	Percentage
1	Acknowledge, take responsibility (accept)	18	24
2	Apology	17	23
3	Correct self (make amends)	15	20
4	Communicate, explain self	14	19
5	Listen when spoken to, Show remorse (be disciplined)	10	14

Source (Own construction)

Statement 35 List 4 things important for effective communication.

The responses to this question are listed in the frequency table (table 5.6) below.

Table 5.6 Important things for effective communication

No	Important things for effective communication	Frequency
1	Listening	22
2	Meetings, Dialogue, involvement	21
3	Open Communication channels	17
4	Feedback and Follow up	14
5	Info. Notes, Agenda, memo	13

Source (Own construction)

Table 5.6 consists of the representation of common factors important for communication. The common factors are outlined in order of the frequency from the most frequently mentioned to the list mentioned factor. The highest is listening which represents 28.26% of the sample. Some of the less frequently mentioned factors that are not on the list on table 5.6 are, consistency, preparedness, use language that everybody understands, ask questions when you don't understand, practice what you preach, confidentiality, speak clearly so that you can be understood, the staff must not get information from trainees, body language and eye contact.

Apart from the first 5 mentioned above, there were other matters listed by the respondents which the researcher deemed important, these are, namely; lack of respect for each other, unprofessional approach to solving come communication problems, no clarity of rules, regulations and superior expectations. Together with this should be transparency, positive attitudes with a non-aggressive approach to dealing with subordinates. Little honesty is shown by the superiors and there is a tendency to withhold valuable information that is necessary for the effective operation of the subordinates.

Statement 37. List as many causes for bad communication in the academy. This was responded to by many respondents, but of particular interest was the mention of those issues discussed earlier as major stumbling blocks in communication, viz;

- favouritism,
- arrogance by superiors,
- lack of respect for subordinates,
- no feedback to subordinates' requests, and
- the unwillingness of supervisors and managers to listen.

Over and above this the respondents feel that some of the bad communication behaviours are; poor distribution, wrong assumptions, poor listening, bossy and arrogant line managers, absence of trust between management and subordinates, use of grapevine by management to disseminate information, lack of regular information sessions, and the absence of the observance of protocol by management.

Statement 38. If you would be responsible for the development of effective communication channels in this academy, list the things you would do?

The respondents were given an opportunity to indicate what they would have done if they were in a position to develop effective communication. This section meant to further identify what the respondents perceive to be the underlying problems and their solution. The respondents' suggestions are listed in table 5.7 below.

Table 5.7 Development of effective communication channels

Have regular meetings with staff	Information notes (members to sign upon receipt)
Give feedback promptly to the staff	Involve all members in decision making
Be open to suggestions of everyone	Create open communication for subordinates
Facilitate Teamwork and team building	Ensure that there are suggestion boxes
Allow subordinates opportunity to talk	Develop communication strategy for the academy

Source (Own construction)

5.3 CONCLUSION

The police academy has been in operation for 11 years and there are employees that have been here since its inception. The questions in the first section required biographical information and were asked to make sure that suitably candidates participate in the survey. The second section dealt specifically with operational issues as they are perceived by the respondents, primarily the purpose for the research.

Generally, there are no clear positions taken by the respondents, given the high number of ambivalence, this creates a problem for generalisation. It can however be said that the figures give a "not so positive" result as regards communication at the academy. Microsoft Excel was used to analyse the responses from the respondents, and the tables and charts drawn from this analysis paint a gloomy picture since there is evidence of a "not so clear" picture on communication. In can be concluded here that there is a need to

carry out another survey with a slightly different approach targeting the management on their problems with creating a communication strategy for the academy.

The full conclusions and recommendations will be discussed on chapter 6.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS FOR THE RESEARCH FINDINGS

6.1 INTRODUCTION

The study was set out to help in identifying communication barriers at the academy that may negatively impact on the effective operation of the bureaucratic structure. It has always been stated categorically that people in the academy never get information in time, or sometimes they get wrong information. The study therefore endeavoured to identify the structural systems that may impede the effective flow of the information in these highly hierarchical Police Academies in the Western Cape. The study also sought to develop a taxonomy of the communication problems at the academy to be a model for other academies in the province if not nationwide. The intention therefore is that from this, the researcher would develop guidelines for the management and staff members on how they can create effective communication channels in the Academy.

In chapter one (1) of the thesis, the proposal outlining the literature review, the problem statement, research objectives, research methodology, together with the ethics issues were introduced. And the need for the study was clearly stated in the problem statement.

In chapter two (2) the roles played the organisational structure, the project manager and the systems are discussed. Different communication practitioners are discussed briefly to highlight the important role each one plays in effective communication.

In chapter three (3) the focus was put on different communication models used in other structures, their relevance and possible adoption to the police academy structure and culture. The communication process is discussed also including the encoding and decoding principles applied in communications. The Delport model is introduced as a model template for effective communication.

In chapter four (4) the research design and the methodology were outlined with special focus on the relevance of the design and methodology in relation to the problem statement and the research objectives. The target population and size were discussed including the sampling frame, sampling technique together with the reasons why those were chosen for the study. The chapter concluded with detailed information on data collection and the instrument to be used, data editing, data analysis instruments.

In chapter five (5) the data was presented in the form of bar charts, pie charts, graphs, tables, histograms and other physical forms of representing data. Each illustration was preceded by the question as it appeared on the questionnaire, motivation for the question / statement and with the introduction of the labelled illustration. The illustration was followed by

an interpretation of the findings, and the illustrations were accurately labelled using the Harvard method of referencing.

In chapter six (6), in this last chapter, the discussion focuses on summarisation of the findings as recorded in chapter five, and to it is added the conclusion and recommendations. The reporting follows the same pattern exhibited in the preceding chapter (5) in that the commenting is done with specific reference to specific questions or statements that the practitioners responded to. As indicated above, explanations are arranged per section as the questionnaires were divided into three sections (section A, B and C).

6.2 RESEARCH FINDINGS

This part includes a synthesis of empirical finding as answers to research questions, theoretical and policy implications. The main empirical findings are chapter specific and were summarized within the respective sections in the Research Results Chapter (Chapter 5). This section will synthesize the empirical findings to answer the study's four research questions.

6.2.1 Section A

This section of the questionnaire had questions that were mostly biographical information. They were asked for statistical purposes and to make sure that the research sample is representative of the population. The data was interpreted on table 5.1 – 5.5 and on figure 5.1 – 5.5. On the question about the person they talk to about the work related problems more than 50 % (55%) of sample indicated that they communicate with the immediate supervisor. **It can be concluded here** that the reason for that flow of information could be due to the fact that in the protocol is followed when it comes to communication.

6.2.2 Section B

More people agree that managers or supervisors don't communicate critical operational information with them, than those who think they do. However it appears that most do come to workers to discuss work-related issues, which might be a good time to communicate the critical operational information some don't receive. There is a tight debate on whether there is effective team spirit among members, with 41% not supporting the statement, whilst 40% support it. **It is hereby recommended that** attention must be paid to the issue of others getting more information ahead of others, as stated by over 51% of the candidates.

The majority of the respondents (55%) disagree that; the flow of communication gives feedback on performance from team members, 45 % of disagree that it provides guidelines for correctly performing project tasks; 41% indicate that it does not provide clear mission and

vision of the organisation. Most respondents (46%) believe that there is adequate structured communication process in the academy. It seems however that, there is adequate structure of communication process but just not utilized adequately to provide the feedback on performance of teams, clear mission and vision for the organisation; and provide guidelines for correctly performing tasks. Close to half of the respondents (48%) responded that the way the information is distributed is in dribs and drabs. This might be the contributing factor to why the flow of communication is not adequately utilized. **It is hereby recommended that special structures be put in place and be effectively monitored to improve on communication and responsiveness.**

It seems that communicating itself is not the real issue here because there is not a clear distinction between the responses of people who indicated the difficulty and ease in communicating with either supervisor, or anyone in other department; because the difference of people who agree and those who disagree ranges from 4 -1 %. The majority of the respondents 61 % agree that in the academy it is easy to communicate with person doing same job, 47% easy to communicate with person that is at same salary level, 47% easy to communicate with person that is on a higher salary level; higher percentage 55% agree that it is easier to communicate with the person who speaks the same language.

On the completion of tasks the responses were as follows: More than half of the respondents (56%) indicated that it is not easy to complete tasks with someone from a different department, whwreas for communiucating with any one from other department the percentage was only 38% of the respondents who agree that it is easy to communicate. Therefore on this issue, there seems to be the difference between the completion of task and communicating. 42% of the respondents disagree that it is easy to complete tasks with a person at a lower level than them whereas 37% agree. It seems like a little more respondents find it easier to work with a person at a higher level than them (45% agree).

Close to half of the respondents (49%) indicated that it is easier to communicate with a supervisor about work related problems 45% agree that the manager/ supervisor does not communicate critical information with the subordinates (49%) disagree that the manager or supervisor delays in giving necessary feedback at any request, 51% of the respondents believe that there is no improved communication at the workplace, 49% of respondents disagree that there is relaxed environment and spirit that allows the members to speak freely. It is also realised that there is poor communication amongst the people in the academy, based on their answers of the questionnaire information systems are low. In conclusion if they look at improving teamwork, equality, effective communication channels, conducting meeting frequently and having employee involvement, can create change. The last question in this section was for the respondents to list any other issues. Frequency table was used

and the 5 most frequently mentioned issues were in the table. Favouritism was most frequently mentioned issue with a frequency of 15, followed by lack of human and physical resources (frequency of 14) and No feedback given from management and supervisors mentioned 11 times. There were a number of other issues mentioned of which gossip was among them.

6.2.3 Section C

In this section open-ended questions were used. One of the questions asked was the expected behaviours by management for a person who has done a mistake. Acknowledge and accept was the most frequently mentioned behaviour (frequency of 18) followed by apology with the frequency of 17. There were also a number of respondents that mentioned generalized in front of everybody and nothing ever happen to that person, arrogance and humiliation from the management. This is an indication of the way the management express themselves when addressing mistakes by subordinates.

Another question that was asked was for the respondents to list things important for effective communication. This question was asked to see what the respondents understood by communication. Listening had the highest frequency (22) followed by meetings, dialogue, involvement with frequency of 21. Feedback and follow-up did not have the most frequency but was mentioned 14 times.

Question 36 asked the respondents to list ways they like the management to communicate instructions from head office. The most preferred way was Memos, information notes , Notice boards with frequency of 26, then Meetings mentioned 25 times communicating with frequency of 23 times. All of these ways are an indication that the respondents want the information to be communicated. Some of the responses to this question were: not assuming that all were informed and putting information in context.

For the question where the respondents were asked to list causes of bad communication Poor distributed of information was the having the highest frequency at 26, followed by favouritism at 21 then assumption and poor listening was at 16. Some of the less frequently mentioned causes were censorship, politics, only interested in self development, dishonesty, inconsistency etc. Some of the causes mentioned by the respondents are a confirmation to the earlier research done. This research confirms that political and personal agendas, top-down bureaucracy and bureaucratic red tape, lack of resources, lack of trust and confidence were among the Barriers to effective communication that were mentioned as being the frequently mentioned (Frehsee, 2013: 17) on background and orientation chapter Table 1.4.

The last question asked from the respondents was to give suggestions on how they can development of effective communication channels. Frequent responses were to having

meetings with staff (26 times), giving feedback (16 times), being open to suggestions of everyone (11 times). There were a few respondents who mentioned PA System as something that could work as a communication tool. This system is already used in the police where for instance people at finance or Human Resources Management use to track the progress of the correspondence among themselves and between them and head office. Everyone that handles a certain document signs on the system and indicates as to what stage that document is at that moment. This system could work where information could be loaded on the system, assigned to everyone that must have it; every day. Everyone that is on duty will be required to go on system and sign for any correspondence for that day. That way everyone will be forced to read the information. This could have its disadvantages for the people who are less literate.

6.3 DISCUSSION

Projects have many activities that need to be synchronised. For the coordination of the activities to be successful, they need some form of communication. In order for the tasks to be accomplished different people need to play different roles. According to Pop, and Dumitrascu (2013: 1563), it is essential for a project manager to be a good communicator, so that the project can be completed successfully. According to Bambacas and Patrickson (2008: 52), he/ she is the main link between the project team and the outside of the project, consequently his role should be the one of a facilitator in the internal communication process. Communication is regarded as a critical factor for the successful coordination of activities in an organisation (Rocha-Lona, et al. 2013:137).

In organisations different people play different roles in ensuring that tasks are accomplished. For communication to be effective there is a need develop a clear picture of what it is you want the communication to achieve (Bourne, 2011: 19). According to Frehsee (2013: 16), the communicating organizations are at an advantage of being more than five times likely to be high performers, finishing 80 percent or more of their projects on time, within budget and in line with goals. Slort, Blankenstein, Bart, Knol, van der Horst, Aaronson, and Deliens (2014: 1037) assert that there is obviously direct relationship between effective communication and the success of an undertaking by any form of organization. More evidence on how communicating organisations are better performers than the non-communicating organisations was highlighted on table 1.3 in the introductory chapter. This is evident in the difference between the delivery of message on outcomes where high performers are 83% compared to 39% of low performers and communicating schedule high performers are at 81% compared to 49% of low performers (Frehsee, 2013: 17).

Different role players were discussed and every role player is responsible for ensuring that their communication is clear and is what they want to be sending. Different communication

models are discussed reviewed so that the researcher can be able to see which model could best work with the place that is being studied. The researcher then suggested a tentative model that could be used.

6.4 CONCLUSION

The study highlighted the communication problems at the academy and came up with model/ solution to the current situation to work effectively in the academy. The researcher's aim was to develop guidelines for the management and staff members on how they can create effective communication channels in the Academy. There are a lot of suggestions that were mentioned by the respondents used in the study. The frequency tables that were used will be useful because a reader could see the favourite suggestions or preferences by the people.

This study could help in the improvement of the operations in the academy as the evidence of previous studies show that communication result to better result than non-communication. Table 1.2 above shows how communicating is important in ensuring that organisations are performing (Frehsee, 2013: 17). She asserts that organisations that deliver project communications in a timely manner are performing 37% better than those that do not communicate; organisations that providing sufficient clarity and detail perform 41% better than those that do not communicate and those ones that ranks project communication management higher perform 20% more than those that do not communicate.

The researcher suggested that a Communication Officer at the Police Academy being studied be empowered, so that he/she is more able to co-ordinate communication between academies and head office. Importance of giving feedback and listening are identified by the researcher as the subjects that are studied less when it comes to communication management. This study is not without limitations. The study yielded to a lot of insight but it was conducted in one police academy in South Africa. However more of these could be repeated in other Police Academies in South Africa.

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ANNEXURE A COMMUNICATION MODELS USED AT DIFFERENT UNIVERSITIES

No	Aurthor	Model	Emphasis
1	Asif and Sargeant	Internal Communication	This model uses a variety of both formal and informal communication tools directed at informing employees of important organisational news and encouraging employees to provide managers with feedback.
2	Pincus and Rayfield	Top Management Communication	In this model the emphasis is on the importance of two-way communication, and theorize that employees prefer to receive information about their organisation such as policies and future plans from top-level management, but information about their jobs from their immediate supervisors.
3	Van Gemert and Woudstra's	Twente Organisational Communication Model (TOCOM)	Emphasis is put on open system and integrated communication as essential features. Although is a comprehensive and workable model for communication, it lacks mechanisms as to how communication should be monitored.
4	Claassen and Verwey's	Integrated Communication Management Model	The model articulates the strategic positioning of the communication management function. By following an integrated and open system approach to communication multi-campus universities hold the possibility to develop fast and flexible communication systems to meet the challenges posed by increasing globalisation. However, this particular model lacks a set of indicators or statements of good practice designed to enable organisations to evaluate their staff communication practice and policies.
5	Freeman and Barrett's	Strategic Employee Communication Model	This model captures all of the most important components of employee communications linking them to each other and to the company's strategy and operations. Employee communication is positioned strategically to facilitate change. The following features, (direct link to the company's strategic objectives and the business planning process and the overlay of supportive management with ongoing assessment of individual and company communication) move the model from the tactical to the strategic level.
6	Groenewald	Benchmarking Internal Communication at South African companies	A study was conducted amongst a number of South African companies to benchmark their internal communication practices. ABSA's CEO regards internal communication as an important role and is treated as a core business value. ABSA created specific mediums to speak to various groups of internal stakeholders – including newsletters, SMS's, e-mail and personal conversations.
7	Ferreira	5M-Communication Model	The model comprises of process (message, motive and market), output (media), and monitoring elements. He further comments that communication messages should flow back and forth in a continuous exchange, instead of in a straight line; motive is to focus on facilitating the exchange of information related to the initiative and making sure that everyone understands his or her role in the process; the amount of information that will be made

			available as well as the media to be used in communicating messages will determine the type of market or target groups to be reached; organisations have an range of media to choose from - from electronic mails, iPods and SMS messages to small group discussions and face-to-face briefings; monitoring and evaluation of the communication message refer to determining if the message is interpreted correctly or not. Communicators therefore have to ensure that they have mechanisms in place to ensure feedback from decoders or receivers of the communication.
8	Ferreira	INVOCOM	Emphasis is placed on providing information and involving employees in problem-solving which gives the areas the means to improve service to their internal customers. Mounter (in Delport, et al. 2014: 30) points that, even though for some senior managers, involving others is the most difficult part of communication because they see it as a soft option, not a hard business one. Organizations that follow an INVOCOM approach to communication, enables their leaders to create an atmosphere of open and honest communication that fosters and encourages a climate of trust and gives direction by building respect, confidence and competence (Delport, et al. 2014: 30). They however point that; communication is a human activity and cannot be completely objective/ rational at all times.
9	Harrison	HELiX model	This model also encompasses aspects of leadership, management practice and staff engagement that are critical to effective internal communications. The fundamental purpose of HEliX is to amplify recognition of the strategic importance that effective internal communications can have upon an organisation's success. It is concerned with the role of leaders, managers, processes and structures in facilitating communication, since when these are effective, research suggests that organisations are enhanced. It further highlights the importance of continuous evaluation and monitoring of internal communication.

Source (Own Construction)

ANNEXURE B. ASPECTS THAT NEED TO BE INCLUDED INTO THE COMMUNICATION MODEL

Aspects that need to be included into the communication model as follows:

- A communication coordinator should be appointed on each campus; so that all the campuses feel part of the functioning of the main campus; special channels for feedback from distance campuses should be created; and the communication function should be aligned among all the campuses and the institutional office.

- More than one medium and language should be used, and the creative use of technology should be encouraged (including SMSs and e-mail), particularly to part-time staff and service workers.

- Two-way regular communication could enhance management communication by; attaching timelines between different managerial levels, offering communication training for managers and implementing a reward and recognition system which recognizes management communication performance.

- The model prides itself on strong features of the open systems theory, and communication is presented as a strategic management tool (TOCOM Model, Integrated Communication Management Model, and Strategic Employee Communication Model).

It is suggested that, timelines be given for communication from management in order to

- ensure the timely distribution of information to other line managers or subordinates. The importance of upward communication is highlighted, by making the channels for feedback essential part of the communication process (INVOCOM and 5M Communication Model) (Delport, et al. 2014: 40- 42).

ANNEXURE C. RESEARCH QUESTIONNAIRE

AN EVALUATION OF EFFECTIVE COMMUNICATION TOOLS AT A POLICE ACADEMY IN THE WESTERN CAPE

Dear Respondent; This questionnaire is an academic exercise exploring the perceptions in the Philippi Police Academy in relation to communication between officers at different levels. Your identity is protected. Please **do not put your name or any form of identification on the questionnaire**.

SECTION A. BIOGRAPHY
Indicate with an X in the relevant box and fill in the blanks when necessary.
1. Please indicate the number of years you have been working in the Academy?

0-3 years		3-6 years		6-9 years		9-11 years	

2. Please indicate the Act under which you are employed?

Police Act		Public Service Act	

3. What is your highest educational qualification?

Below matric		Matric		Diploma		Degree		Other	

4. If other, please specify.
....

5. Please indicate the Level at which you are employed?

Level 1-3		Level 4-5		Level 6-7		Level 8-12	

6. Please indicate the component you are working at?

Training		Support		Training Support		Management Information Centre		Monitoring and Evaluation	

7. Please indicate your gender

Male		Female	

8. Who do you speak to about the work related/ or task specific problems?

Immediate supervisor		Manager		Colleague		Other Specify	

SECTION B
Please respond to all questions by putting an X in the respective boxes (numbers) corresponding to each statement. Use the following scale: 1= Strongly Disagree, 2 = Disagree, 3= Indifferent, 4= Agree and 5= Strongly Agree.

		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree
0	**The flow of communication at my workplace:**	**0**	**0**	**0**	**0**	**0**
1	Gives feedback on performance from team members.	1	2	3	4	5
2	Provides guidelines for correctly performing the project tasks.	1	2	3	4	5
3	Provides a clear mission and the vision of the project to the team	1	2	3	4	5
4	There is no adequate structured communication process	1	2	3	4	5
5	Information comes in dribs and drabs but we get it all the same	1	2	3	4	5

		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree
	IN MY WORKPLACE - It is easy to:	**0**	**0**	**0**	**0**	**0**
6	Discuss all work-related issues with my superiors.	1	2	3	4	5
7	Communicate with anyone in other departments.	1	2	3	4	5
8	Communicate to the person doing the same job as me.	1	2	3	4	5
9	Communicate to the person at the same salary level.	1	2	3	4	5
10	Communicate to a person at a higher salary level	1	2	3	4	5
11	Communicate to a person who speaks my language – same level.	1	2	3	4	5
12	Communicate with someone who speaks my language – higher level	1	2	3	4	5
	ACCOMPLISHMENT OF TASKS – it is easy to;	**0**	**0**	**0**	**0**	**0**
13	Complete a task with someone from a different department.	1	2	3	4	5
14	Complete a task with someone at a lower level than mine.	1	2	3	4	5
15	Complete a task with someone at a higher level than myself	1	2	3	4	5
16	Communicate to my immediate supervisor about work related problems.	1	2	3	4	5
17	Communicate across functional teams working towards a common goal.	1	2	3	4	5
18	Get necessary information through formal communication channels	1	2	3	4	5
19	Get important information through informal channels [grapevine]	1	2	3	4	5
	MY MANAGER/ SUPERVISOR	**0**	**0**	**0**	**0**	**0**
20	Does not communicate critical operational information to us	1	2	3	4	5
21	Provides me with necessary feedback in time for my operations.	1	2	3	4	5
22	Gives me feedback that helps me to improve my performance	1	2	3	4	5
23	Always delays in giving me the necessary feedback to any requests	1	2	3	4	5
24	Always delays with feedback and thereby affecting my performance.	1	2	3	4	5
25	Regularly comes to me to discuss work-related issues.	1	2	3	4	5
26	Never comes to me to discuss any work related issues	1	2	3	4	5
	TEAM WORK; there is -	**0**	**0**	**0**	**0**	**0**
27	an effective team spirit amongst my team members	1	2	3	4	5
28	constant and timeous feedback to all team members	1	2	3	4	5
29	some people get more information earlier than others	1	2	3	4	5
30	an improvement in communication at the workplace	1	2	3	4	5
31	a decrease in communication in the workplace	1	2	3	4	5
32	relaxed environment and spirit which allows me to speak freely	1	2	3	4	5

33) Please list here any other issues you may want to highlight, put them in point form

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SECTION C
Please answer all the questions by using the space provided.

34) List 4 communication behaviours expected of a person who has made a mistake/ erred.

1..

2..

3..

4..

35) List 4 things important for effective communication.

1..

2..

3..

4..

36) Name 4 ways you like the management to communicate instructions from head office.

1..

2..

3..

4..

37) List as many causes for bad communication in the academy.

1..

2..

3..

4..

5…………………………………………………………………………………………

6…………………………………………………………………………………………

38) If you would be responsible for the development of effective communication channels in this academy, list the things you would do.

1..

2..

3..

4..

5..

6..

7..

8..

Thank you for your cooperation.