

**INDEX**

<b>MODULE 1: PHYSICAL SECURITY AND TECHNOLOGY .....</b>	<b>2</b>
<b>MODULE 2: PLANNED INSPECTIONS .....</b>	<b>8</b>
<b>MODULE 3: ROLE IN EMERGENCY .....</b>	<b>13</b>
<b>MODULE 4: STATEMENTS .....</b>	<b>20</b>
<b>MODULE 5: COMMUNICATION .....</b>	<b>27</b>
<b>MODULE 6: ORDERS/INSTRUCTIONS .....</b>	<b>33</b>
<b>MODULE 7: ON-THE-JOB TRAINING .....</b>	<b>38</b>
<b>MODULE 8: SUPERVISION .....</b>	<b>42</b>
<b>MODULE 9: GROUP RELATIONS .....</b>	<b>47</b>
<b>MODULE 10: HANDLING OF PARADES .....</b>	<b>53</b>

## **MODULE 1: PHYSICAL SECURITY AND TECHNOLOGY**

### **INSTRUCTIONAL OBJECTIVES**

#### **ON COMPLETION OF THIS MODULE YOU MUST BE ABLE TO:**

1. NAME THE PHYSICAL SECURITY AIDS LISTED.
2. GIVE AN EXPLANATION OF THE PURPOSE OF THE PHYSICAL SECURITY AIDS LISTED.
3. EXPLAIN THE RESPONSIBILITY OF A SHIFT SUPERVISOR WITH REGARDS TO THE PHYSICAL SECURITY AIDS LISTED.

### **AIM**

THE AIM OF THIS MODULE IS TO PROVIDE NEWLY APPOINTED SECURITY SUPERVISORS WITH A BROAD UNDERSTANDING OF THE VARIOUS COMPONENTS OF PHYSICAL SECURITY SO AS TO ENABLE HIM TO CARRY OUT HIS FUNCTION MORE EFFECTIVELY.

## 1. **PHYSICAL AIDS**

Physical aids are used to enhance the 3 “D” Principle, and are barriers placed in the way of adversaries. These barriers can be a physical or psychological deterrent and can be divided in natural or manmade barriers.

- **NATURAL BARRIERS**

This can include rivers, ravines or plant fences like prickly pear or sisal. In some parts of the Eastern Cape, local people make use of an aloe species “Aborecens” as fences.

- **MANMADE BARRIERS**

This can range from ordinary fences to high technological card read systems. The use of these aids are influenced by the location or setting and the product or services rendered.

Although no two properties might have the same security needs a number of aids are common to any effective security system.

Fences  
Alarms  
Lighting  
Doors and windows  
Locks  
Strong rooms  
Fire prevention and safety equipment  
Closed circuit television  
Card readers

No security aid on its own can be 100% foolproof and to be effective it must be used, operated or checked by the security officer with the knowledge and skill to use it.

## 2. **PURPOSE OF PHYSICAL AIDS**

- **FENCES**

In most installations fences are in the first line of protection. It is a tangible barrier in the intruders path which he must surround. It can be constructed of wire, concrete panels, brick walls, concrete blocks, corrugated iron (zinc), iron bars or even plants. The fence can be protected with electric current, alarms, guards, dogs, lighting and CCTV.

Advantages of fences:

- It's a psychological and physical deterrent.
- Fulfill the need of security to personnel.
- Define the boundaries of the installation.
- Channel vehicles and personnel through control points.

Disadvantages of fences:

- Cost of certain fences are prohibitive.
- Fence alone cannot prevent unauthorized entry.
- Must be clear around the fence to improve observation.

- **ALARMS**

The function of any alarm system is to provide earliest possible warning of an entry or attempted entry. Alarms cannot be used in isolation as the aim is to detect an intruder before he can accomplish any damage.

To do this somebody must react on the alarm and prevent the intrusion. Alarms can be classified into three major systems:

- **Local alarm system**  
The alarm soundings device is located in the immediate vicinity of the protected area.
- **Control station alarm system**  
The alarm signal is relayed to a remote panel located at a central facility operated by an outside agency.
- **Proprietary alarm system**  
The alarm signal is relayed to a control centre owned, manned and operated by a security organization.

- **LIGHTING**

The function of protective lighting is to provide uninterrupted light, during periods of darkness or poor visibility. Although lighting has some value as deterrent, the main purpose is to increase the effectiveness of the guards by increasing their visual range.

Lighting is necessary during:

- Inspection duties.
- Prevention of attempts of illegal entry.
- To identify people at control points.
- To detect intruders inside or on the outside of vehicles.
- To inspect vehicles.
- To inspect unusual or suspicious circumstances.

Types of lighting:

- Continuous
- Standby
- Movable
- Emergency

Security staff will have the tactical advantage of concealment and their work will be made more effective if the lighting is so arranged that an intruder is exposed to the glare and the security officer can observe without being seen.

- **DOORS AND WINDOWS**

Doors and windows as a second line of defence plays an important role in the protection of an installation. Unauthorised entries into buildings are normally made through a door or window. Therefore the more intrusion proof doors and windows can be made the better the defence against the intruder.

- **LOCKS**

Keys or combination locks and padlocks must be seen as delay devices only and not as barriers against entry. All locks will eventually succumb to force with the proper tools, and when selecting locks the level of security must be assessed.

Keep in mind that any lock is as good as the door and frame it has been used in. If necessary, reinforce the door.

- **SAFES AND STRONGROOMS**

The purpose of safes is to provide additional high grade protection within a protected area, for the protection of classified information, sensitive equipment, firearms, money, valuables etc. A strongroom is merely a large safe. The walls, floor and roof should be consistent in strength whilst the door should offer a higher degree of resistance to attack than the remainder of the structure.

Safes and strongrooms provide protection against fire, theft and espionage.

- **CARD KEY ACCESS CONTROL SYSTEMS**

These systems are designed to assist the security officer with access control, by verifying pre-programmed access levels and access time zones authorized and issued to the holder of the card key. The system operates on programmed identity card keys, read by card key readers coupled to the data bank of a computer. On approval electronic locks can be released allowing authorized access through doors or turnstiles. The system can be used at the perimeter, entrances to a building or specific offices.

- **CLOSE CIRCUIT TELEVISION**

The physical monitoring of specific areas from a central point by one operator. It consists of a CCTV camera at a predefined point displaying the picture on a monitor in a central control room. Systems can include zoom lenses, pan and tilt heads, remote control, sequential switches with alarm inputs, infra red, video cassette recorders and different transmitting systems between the camera and monitors. It can be used at the perimeter, outside the building and in specific offices.

### **3. RESPONSIBILITIES OF A SHIFT SUPERVISOR**

The security supervisor is the eyes and ears of management on the premises. He is not only responsible for the security officers under his command, but also for the physical security aids. As he spends most of his time on the premises, he can be of great help in determining the physical aids/measures needed in the protection

of the premises. The supervisor's responsibilities can be divided in the following categories:

- **DETERMINING OF PHYSICAL AIDS**

When determining the physical aids needed for an installation, the following must be kept in mind:

- **Location of setting**  
Will the aid be effective in terms of the location or setting of the installation.
- **The risk**  
Will the aid minimize the risks inherent to the company. Do not spend thousands or Rands on the protection of information if the main risk is shoplifting.
- **Value of assets**  
What is the value of the assets that you must protect. Do not buy a safe of R10 000 to protect a cash value of R500,00.
- **The product**  
What are the products that you must protect, will the product justify the money spent on the aid.

- **INSPECTION OF PHYSICAL AIDS**

Physical security aids can only be effective if maintained in good order. The shift supervisor must inspect all physical aids to ensure that they are in good working order. Inoperative physical aids must be reported immediately.

- **TRAINING OF SECURITY OFFICERS**

It is the supervisor's responsibility that his sub-ordinates are fully familiar with the purpose and operating procedures of the said aids. They must also know the immediate action drills in the event of an alarm. On-the-job training must be given to all new security officers and their knowledge must be evaluated continuously.

- **EXECUTION OF PROCEDURES AND IMMEDIATE ACTION DRILLS**

The supervisor must see to it that the procedures and immediate action drills regarding the physical aids must be executed.

## QUESTIONS AND ANSWERS

### QUESTIONS:

1. List seven physical aids used on premises.
2. List four advantages of fences.
3. List three types of alarms.
4. List the things to be kept in mind when determining the physical aids of an installation.
5. List the responsibilities of a shift supervisor with regard to physical aids.

### ANSWERS:

1. Fences, alarms, lighting, doors and windows, locks, strongrooms, guards, fire prevention and safety equipment, close circuit television and card readers.
2.
  - i. Psychological and physical barrier
  - ii. Fulfill the needs of security to personnel
  - iii. Define the boundaries of the installation
  - iv. Channel vehicles and personnel through control points
3.
  - i. Local alarm systems
  - ii. Control station alarm system
  - iii. Proprietary alarm system
4.
  - i. Location or setting
  - ii. The risk
  - iii. The product
  - iv. Value of assets
5.
  - i. Determining of physical aids
  - ii. Inspection of physical aids
  - iii. Training of security officers
  - iv. Execution of procedures and immediate action drills

## **MODULE 2: PLANNED INSPECTIONS**

### **INSTRUCTIONAL OBJECTIVES**

#### **ON COMPLETION OF THIS MODULE YOU MUST BE ABLE TO:**

1. NAME AND EXPLAIN THE TWO FORMS OF INSPECTIONS.
2. EXPLAIN THE NEED FOR PLANNED INSPECTIONS.
3. EXPLAIN THE MEANS BY WHICH INSPECTIONS SHOULD BE DONE.

### **AIM**

TO ENABLE SECURITY OFFICERS TO IDENTIFY AND CLASSIFY SUB-STANDARD ACTIONS/CONDITIONS DURING THEIR EXECUTION OF INSPECTIONS AND COMPILE INSPECTION REPORTS RESULTING THEREFROM.



## 1. **FORMS OF INSPECTIONS**

There are two forms of inspections:

- **INFORMAL OR ROUTINE INSPECTION**

This is carried out during daily routine patrols or activities. An area will be patrolled with the intention of identifying sub-standard conditions or acts which may result in a loss.

These conditions or acts, if identified, must be reported to the responsible people to ensure that it is rectified.

This form of inspection must become second nature to the security officer on patrol. If done correctly, the need for formal inspection can be reduced.

The security supervisor must see to it that every report must be sent to the responsible people or else the security officers doing these inspections will lose interest. The following must be checked:

- Open doors or windows.
- Damage to security devices or aids.
- Security lighting.
- Poor housekeeping.
- Accessibility of emergency equipment.
- Electrical appliances left on.
- Unsafe acts or conditions.

- **FORMAL OR PLANNED INSPECTIONS**

In planning these inspections, the people involved must ensure that all the areas on the premises will be checked. The following must be checked:

- Damage/wear and tear of security devices or aids.
- Cluttered and poorly arranged areas.
- Untidy stacking of materials.
- Stacking of material resulting in damage.
- Accumulation of redundant items.
- Obstructed passageways or thoroughfares.
- Overcrowded storage areas.
- Broken containers and damaged materials.

Planned inspections are a pre-warning of problems that may arise resulting from:

- Normal wear and tear to material and equipment vital to the operation of a process or system within a specific environment.
- Damage to equipment and material resulting from abuse and misuse by employees/outsideers.
- Sub-standard conditions and practices by persons employed within a specific area.

This includes wear and tear and damage to security equipment and aids. Planned inspections are of benefit as an aid to problem solving and assist in the detection and identification of security risks before it results in a loss.

Pre-planning is done to select an area and to decide what faults will be looked at or considered for analysis. There are two ways of executing formal inspections:

- Critical parts inspection  
This is the inspection of items which tend to become faulty more frequently and which may result in a considerable loss. Normally pre-planning is done once a year where a responsible person and set dates for the inspections are decided on. Inspections are then done on the prescribed dates by the responsible person by way of a check list.
- General inspection  
This is the inspection of a specific area and all the items/processes contained therein. All items within the area which are security related are to be inspected.

## **2. INSPECTION REPORT**

The initial inspection report is done on the Security Hazard report form. It must be completed in duplicate and be submitted to the supervisor or designated security officer for comment and action. The following particulars should be contained in the report:

- Particulars of security officer submitting the report.
- Sub-standard condition or act.
- Complete description thereof.
- Actions taken, and
- Suggestions to rectify fault or problem.

The chief security officer or his designate will complete the Security Loss Hazard Recommendation form in triplicate and put in other recommendations if necessary.

## **3. HAZARD CLASSIFICATION**

- CLASS AA HAZARD  
A condition that exists that is likely to cause catastrophic incident with the loss of peoples lives or the loss of expensive equipment, material or structures such as buildings.
- CLASS A HAZARD  
A condition or action which can cause the permanent disability or death of a person and serious damage to equipment or material. Class AA and A hazards must receive immediate attention as it can lead to a large loss.

- **CLASS B HAZARD**  
A condition or practice that may have serious injury to people or damage to property.
- **CLASS C HAZARD**  
A condition or practice that might result in minor injury to people or damage to property.

## QUESTIONS AND ANSWERS

### QUESTIONS:

1. List the two forms of inspection.
2. List the types of inspection in which formal inspections are divided in.

### ANSWERS:

1.
  - i. Informal inspection.
  - ii. Formal or planned inspections.
2.
  - i. Critical parts inspection.
  - ii. General inspection.

## **MODULE 3: ROLE IN EMERGENCY**

### **INSTRUCTIONAL OBJECTIVES**

#### **ON COMPLETION OF THIS MODULE YOU MUST BE ABLE TO:**

1. NAME THE MOST COMMON EMERGENCIES.
2. DESCRIBE THE STEPS TO BE FOLLOWED BY A PERSON RECEIVING A TELEPHONIC BOMB THREAT.
3. EXPLAIN THE STEPS TO BE FOLLOWED WHEN A FIRE IS DETECTED.
4. EXPLAIN THE DUTY OF THE SECURITY OFFICER WHEN AN ACCIDENT OCCURS.
5. DESCRIBE THE IMMEDIATE ACTION DRILLS TO BE FOLLOWED BY A SECURITY OFFICER IN THE EVENT OF A NATURAL DISASTER.
6. LIST THE INFORMATION THAT MUST BE INCLUDED IN THE SITUATION REPORT FOLLOWING A DISASTER.
7. EXPLAIN THE ROLE OF THE SECURITY OFFICER IN THE EVENT OF:
  - LABOUR UNREST SITUATIONS
  - ARMED ROBBERY
8. EXPLAIN THE RESPONSIBILITY OF THE SHIFT SUPERVISOR TOWARDS HIS SHIFT MEMBERS WITH REGARD TO EMERGENCY PROCEDURES.

### **AIM**

TO INTRODUCE THE SECURITY OFFICER TO EMERGENCY PLANNING AND TO INSTRUCT HIM ON HIS PARTICULAR ROLE IN AN EMERGENCY.

## **1. DEFINITION OF AN EMERGENCY**

An emergency is an unexpected and dangerous situation which must be dealt with immediately.

## **2. TYPES OF EMERGENCIES**

It is not possible to identify every emergency which could face each facility. The following are the most common emergencies:

Civil/Labour unrest  
Bombs and bomb threats  
Fire  
Storms and floods  
Accidents  
Attacks  
Armed robberies  
Hostage situations  
Earthquakes/sinkholes

## **3. REQUIREMENTS OF AN EMERGENCY PLAN**

- It must be simple enough for everybody involved to understand it.
- It must be practical.
- It must be possible to activate it efficiently and optimally.
- It must be activated without confusion or panic.
- It must be co-ordinated with the local security and Civil Defence services.
- It must be realistic and economically viable.
- Existing means and facilities must be utilised.
- Action must be confidential.
- All involved must know exactly what their responsibilities and tasks are.
- It must be exercised and tested periodically and, if necessary, changes must be done.
- It must be controlled from a central point in the building.

## **4. GENERAL AND PARTIAL EVACUATION**

Any evacuation causes a certain amount of panic and production loss. The decision to order an evacuation must therefore be taken with great care. Should it become necessary a decision must be taken between a general or partial evacuation.

- GENERAL EVACUATION, DISADVANTAGES:
  - Possibility of injuries are high if not well trained and due to panic.
  - In event of a bomb threat the possibility exists that a second device is placed on the outside.
  - Employees are not available to help search the premises.
  - Loss of production can have an adverse effect.

- **PARTIAL EVACUATION, ADVANTAGES:**
  - Risk of injuries is minimised.
  - Smaller groups of people easier to control.
  - Employees available to effect searching in the area and offer general assistance.
  - Essential services can continue.

## **5. RESPONSIBILITY OF SHIFT SUPERVISOR**

As the shift supervisor is on premises most of the time he will be the first person to make crucial decisions in the event of an emergency. He must take charge of the emergency until the emergency director or emergency teams arrive on the scene. To be able to do this he must know and understand the procedures prescribed by the Emergency Plan. As he will be situated in the control room co-ordinating the procedures the members on shift will have to see to it that the evacuation takes place and work according to the immediate action drills.

As soon as the emergency director takes over he will move down to assist members of shift and the emergency teams at the scene.

The shift supervisor must ensure that each member on his shift will know what to do and when to do it in the event of an emergency.

He is also responsible for the safety of the shift members during such an emergency.

During practical exercises of the emergency plan he must assist management to test the practicability and effectiveness of the plan and make recommendations to better or change the plan.

The main objective of a bomb threat is to cause panic and confusion. Whenever a bomb threat is received it must always be regarded as a real bomb on the premises.

## **6. TELEPHONIC BOMB THREAT**

- **WHAT TO DO:**

When receiving a telephonic bomb threat the following must be done:

  - Don't panic.
  - Keep the caller talking for as long as possible.
  - Ask the caller to report the message.
  - Listen carefully to the caller's voice and establish:
    - Which language does he speak.
    - Is it the voice of an adult or child, male or female.
    - Is it shrill or hoarse.
    - Does he speak with an accent and can you derive anything from the accent.

- Does he speak clearly, coherently and rationally or the opposite.
  - Does he use known phrases or popular slogans.
  - Is there a definite defect of speech.
  - Does the person sound serious, fearful or nervous.
- If possible, the exact words of the caller must be taken down.
  - Try to establish where the call is made from.
  - Listen to background noises such as music, public address announcements, telephones, radios, aircraft, trains, traffic, voices, machinery etc.
- ASK THE FOLLOWING QUESTIONS:
    - Where was the bomb placed.
    - What does the container look like.
    - When is it set to explode.
    - What kind of bomb is it.
    - Why are you doing it.
    - Who are you.
    - From where are you calling.
    - Where do you live.
    - Where do you work.
    - Are you married.
    - Do you have children.
    - How old are you.

Note the exact time and date the call is made and the duration of the call.

- REACTION TO A BOMB THREAT
  - DON'T PANIC.
  - Follow evacuation procedure according to emergency plan.
  - Employees must take their personal belongings with them, open the windows, leave the light on and report any suspicious objects.
  - DON'T TOUCH ANY SUSPICIOUS OBJECT. Mark the location for identification by bomb disposal expert.
  - Cordon off the area and don't allow any unauthorised people to enter.
- WHEN OBJECT IS FOUND
  - DON'T TOUCH THE OBJECT.
  - Report the finding to control.
  - DON'T USE RADIO WITHIN 50 METRES OF THE OBJECT.
  - Evacuate the immediate area according to emergency procedure.
  - Mark the location.
  - Open windows and leave lights on.
  - Cordon off the area and don't allow unauthorized people to enter.

## **7. IMMEDIATE ACTION DRILL IN NATURAL DISASTER**

- Assess the situation.
- Determine the extent of damage and imminent dangers.
- Secure the area, keep inquisitive people away and look out for looters.
- Render assistance to injured.



- Give situation report to control.
- Assist emergency services.

#### **SITUATION REPORT**

The situation report must include:

- Place and type of disaster.
- Extent of disaster/damage.
- Threatening dangers such as electrical short circuits, gas leaks or possible explosions.
- Number of people injured.
- Number of people killed.
- Whether there is a fire.

### **8. IMMEDIATE ACTION DRILL IN THE EVENT OF A FIRE**

- Report to control with a brief description of the type and extent of the fire.
- Sound alarm according to existing emergency drills.
- Ascertain if anybody is trapped by the fire, if so, render assistance.
- Start fighting the fire by using the correct equipment.
- Secure the area and don't allow any unauthorised people in the affected area.
- Carry out the instructions of the fire brigade when they arrive.

### **9. IMMEDIATE ACTION DRILL IN THE EVENT OF AN ACCIDENT**

- **INFORM CONTROL**  
Give situation report on:
  - Type of accident
  - Extent of injuries
  - Whether people were killed
  - Extent of damage
  - If emergency still exists
- Render assistance to the injured.
- Assist members of the emergency services.
- Secure the area, don't allow unauthorised people into the area.

### **10. ROLE OF THE SECURITY OFFICER IN LABOUR UNREST**

The security officer is the eyes and ears of management on the shopfloor. He must be able to identify grievances that may indicate a possible unrest situation and report it to management immediately to rectify the position.

- When unrest situation starts report to control or supervisor.
- Obtain and provide control with full details: who, what, when, where, why and how.
- In the event of a peaceful strike remain a low profile but stay alert.
- Don't appear heavily armed as this may cause violent action.
- Don't meddle with the negotiations between management and the strikers.

- If the strike develops into riotous actions and the police are called in, security officers must follow the orders of the member in charge.

## **11. ROLE OF THE SECURITY OFFICER IN A ROBBERY**

Armed robbery is normally committed for personal gain and the robbers are ruthless and will not hesitate to kill to reach their objectives.

- Act according to the emergency procedures.
- Never attempt to stop armed robbers if you are unarmed.
- Avoid a shootout with the robbers – the lives of the employees and customers are your first concern.
- Gather as much information of the transgressors as possible:
  - Full description including build, race, age, sex, height, hair colour and any distinctive characteristics.
  - Firearms used.
  - Description of getaway vehicle.
  - Direction of departure.
- Report robbery to control immediately.
- Attend to injured persons as best as possible.

## QUESTIONS AND ANSWERS

### QUESTIONS:

1. List the emergencies which the security supervisor could face.
2. List the responsibilities of the shift supervisor towards his shift members with regard to emergency procedures.
3. List the immediate action drill in case of a natural disaster.
4. List the information needed in a Situation Report.

### ANSWERS:

1. Civil/Labour unrest  
Bombs and bomb threats  
Fire  
Storms and floods  
Accidents  
Attacks  
Armed robberies  
Hostage situations  
Earthquakes/sinkholes
2. He must ensure that they know and understand the emergency procedures and ensure their safety.
3. Assess the situation.  
Determine extent of damage.  
Secure the area.  
Give Situation Report to control.  
Render assistance to injured.  
Assist emergency services.
4. Place and type of disaster.  
Extent of disaster/damage.  
Threatening dangers.  
Number of people injured.  
Number of people killed.  
Fire or danger of fire.

## **MODULE 4: STATEMENTS**

### **INSTRUCTIONAL OBJECTIVES**

#### **ON COMPLETION OF THIS MODULE YOU MUST BE ABLE TO:**

1. LIST THE INFORMATION THAT MUST BE INCLUDED IN THE PREAMBLE TO A STATEMENT.
2. LIST THE INFORMATION THAT MUST BE INCLUDED IN THE CONTENTS OF A STATEMENT.
3. EXPLAIN THE FORMAT FOR THE COMPLETION OF A STATEMENT.
4. BE ABLE TO TAKE A WRITTEN STATEMENT THAT WILL CONFORM TO ALL THE REQUIREMENTS EXPLAINED IN THIS MODULE.

### **AIM**

THE AIM OF THIS LECTURE IS TO ENABLE SECURITY OFFICERS TO EFFECTIVELY TAKE STATEMENTS TO THE STANDARDS SET BY THE SOUTH AFRICAN JUDICIAL SYSTEM.

## 1. **INTRODUCTION**

- Statements form part of the administration of justice and cannot be taken lightly. In the execution of his duties a security officer will have to take or make a statement himself.
- The security officer plays an important role in the investigation of crime as he must obtain relevant evidence to submit it to court. Because a considerable period of time may elapse between the cause and the settlement of the offence it is important that the facts thereof should be reduced in writing and kept safely until required.
- Justice can only be done if the facts are correctly, objectively and truthfully submitted to the court. This can only be achieved if particulars regarding a criminal offence are properly recorded and available as evidence in criminal proceedings.
- A statement must be obtained from both the complainant, and witnesses or suspect/s who are prepared to testify. These statements must contain all facts in chronological order.

## 2. **THE FORM OF THE STATEMENT**

Any statement consists of:

- Preamble or introduction
- Body or contents
- End of statement

### • **PREAMBLE**

This is the introduction of the statement in which the deponent identifies himself.

This information is essential to ensure that the investigation officer is able to trace the witness and is used by the prosecutor to introduce the witness to court.

The following information must appear on the preamble:

- Full names and surname of the deponent.
- Identity number.
- Race.
- Sex.
- Age.
- Occupation.
- Complete residential address (not PO Box or Private Bag number).
- Telephone number at home.
- Complete address of place of employment.
- Telephone number at place of employment.
- Language spoken by the deponent.
- In case of Black deponents, the district where the deponent resides, name of father, kraalhead, chief and/or headman must be recorded.

The preamble must end with the words: “declare,” “declare under oath” or “solemnly declares”.

Presently the South African Police are making use of form SAP 3M(a) as preamble to a statement in the Case Docket (SAP3).

- **BODY OR CONTENTS**

Elements of crime:

- The security officer taking the statement must ask the relevant questions to the deponent in order to prove all the elements of the crime.
- Don't EMBARRASS OR ANTAGONISE the witness.
- Write down everything he has stated, the Public Prosecutor will ignore everything that is inadmissible as evidence.
- Tactfully avoid matters which have nothing to do with the crime.

Place, day of week, date and time

- Give and name the exact place of the occurrence.
- State the exact day of the week to ensure it can't be disputed at a later stage.
- Accurate dates and times are of great importance, as witnesses use the statement to refresh their memories and an error can be detrimental to the case.

Evidence of occurrences

The circumstances surrounding the specific crime must be recorded in detail and be written down in sequence of their occurrence.

Evidence of own perception

Everything which the complainant or witness has observed must be embodied in the statement.

Description of wounds/damage/stolen property

Describe each wound, damage, article etc in detail as it can prove vital towards refreshing of memory or in the identification thereof.

Description of suspects

It is essential for circulation and identification purposes that detailed descriptions of the suspects and reason for suspicion is recorded.

Identification

Record whether the complainant or witness will be able to identify the suspect, stolen property, weapon etc should he see it again.

Weather conditions

This very important factor is sometimes disregarded by security officers for example when taking a statement related to a motor accident.

- **END OF STATEMENT**

Right or permission

Record whether the complainant gave the suspect or any other person the right, reason or permission to commit the crime in question.

Whether investigation or prosecution are desired

As some complainants only choose to inform the police of the matter (reported for insurance purposes) it must be stated whether or not the complainant desires investigation in the matter.

Completion of the statement

- The deponent must read his statement or if he wishes it must be read to him.
- Any amendments, additions or omissions must be effected and he must initial all changes.
- It will be to your advantage if the following can be put in above his signature *"The above statement was made by me without force and out of my free will and I agree with the contents."*
- If satisfied with the contents he must sign on the right hand foot of the statement.
- On the left hand side the place, date and time when the statement was made must be recorded.
- Persons who cannot sign their names must affix their mark on the statement. Such marks in lieu of signatures must be confirmed by two witnesses. The name of the person must be written below or next to the mark.
- Below the signature the following endorsement must be included: *"Statement taken by me"* or in the case where the security officer writes the statement *"Above statement was made by me"* with his signature.

### 3. **REQUIREMENTS OF A STATEMENT**

- **PARAGRAPHS AND SENTENCES**

The statement must be divided into paragraphs and must be numbered to facilitate cross reference and logical arrangement.

- **LOGICAL ARRANGEMENT**

Before statement is reduced to writing the deponent must be questioned to ascertain the nature and extent of his evidence. When the statement is taken down the facts must be arranged in sequence of occurrence.

- **COLLOQUIAL USAGE**

- When a statement is taken down from another person it must be done in the official language of his choice.
- When an interpreter is used and he translates from Zulu into English the statement must be written into English.
- Avoid strange expressions, pompous words, verbosity and unnecessary quoting of meaningless descriptions, prescriptions or information which is not related to the case.
- Ensure that you know exactly what the deponent means by the word or phrase he uses and that you subsequently also use it correctly when writing the statement.

### 4. **STATEMENT FORMAT**

The statement in the South African Police Case Docket is either done on foolscap or on prescribed forms.

An ordinary statement on foolscap must be compiled as follows:

I, John Jack Jones states in English:

1. I am an adult white male, 37 years of age and reside at 891 Booysens Road, Booysens, Johannesburg. My telephone number at home is 011 367 4512. My identity number is 580110 5079 083. I am employed by the South African Broadcasting Corporation as a cameraman in Auckland Park and my telephone number is 011 714 4312.
2. At 20h00 on Monday 10 February 1995 whilst doing an outside broadcast at Ellispark Rugby stadium I saw Mr I. Took, my camera assistant, loading camera equipment into a private car. The camera to the best of my knowledge was a Sanyo MK10 generally in use at the SABC and was loaded into a Silver grey 520 BMW registration No STG712T.
3. On my question he explained that he borrowed the camera from a friend in a private company to use in a private project.
4. On our return to the television centre at 23h50 the same day the equipment was handed back by Mr I Took.
5. On Tuesday 11 February at 09h00 Mr I Check informed me that a Sanyo MK10 camera serial no 17534 is still outstanding and must be handed back.
6. I am the responsible person for the camera and nobody has the right or permission to be in possession of the said camera.
7. I will be able to positively identify the camera should I see it again.

Signed J J Jones

Auckland Park  
11 February 1995  
11h00

Above statement taken by me.

Signed P Nel  
Security Officer

The statement can also be made with the preamble separate to the statement:

Full names and surname: John Jack Jones

ID Number: 580110 5079 083

Age: 37 years

Residential address: 891 Booysens Road  
Booyens, JHB

Telephone number: 011 367 4512

Occupation: Cameraman

Work address: South African Broadcasting Corporation, Auckland Park

Work telephone number: 011 714 4312

States:



1. I am an adult male of the above particulars.
2. On .....

**5. COMPLETION OF CASE DOCKET**

**INFORMATION PAGE 1**

Case No

Police station

Complainant

Particulars and description of case

Particulars of exhibits

**PAGE 2**

All the statements marked as A1, A2, A3 etc and other documents that may be of value to the Public Prosecutor in presenting the case shall be placed here.

**PAGE 3**

Correspondence, documents etc not forming part of A or C should be filed here and marked as B1, B2 etc.

**PAGE 4**

This is the investigation diary and all the particulars of the investigation should be noted in detail. This includes visits to the scene, persons interviewed, enquiries made, description of suspects etc. The following can be used as an example:

11/2/95 First information of crime as per statement of Mr J J Jones 11h00  
marked A1.

11/2/95 Statement of Mr I Saw witness to the incident obtained and 12h30  
marked A2.

11/2/95 Particulars of the BMW reg no STG712T obtained. The vehicle  
15h00 belongs to Mr S Orry of 542 6<sup>th</sup> Avenue, Bezvalley see computer  
printout marked B1.

**PAGE 5**

This page contains information for the prosecutor and has no relevance to the security officer.

Once the docket is completed and case must be registered. Particulars of the case are written in the case register, S.A.P. 13 and O.B.

## QUESTIONS AND ANSWERS

### QUESTIONS:

1. List the information needed in the preamble.
2. List the information that must be included in the contents of a statement.

### ANSWERS:

1.
  - i. Full name and surname
  - ii. Identity number
  - iii. Race
  - iv. Sex
  - v. Age
  - vi. Occupation
  - vii. Complete residential address and telephone number
  - viii. Complete address of place of employment and telephone number
  - ix. Language spoken
2.
  - i. Elements of the crime
  - ii. Place, date, time, day of week
  - iii. Evidence of occurrences
  - iv. Evidence of own perception
  - v. Description of wounds, damage or items
  - vi. Description of suspects
  - vii. Identification
  - viii. Weather conditions

## **MODULE 5: COMMUNICATION**

### **INSTRUCTIONAL OBJECTIVES**

#### **ON COMPLETION OF THIS MODULE YOU MUST BE ABLE TO:**

1. NAME AND EXPLAIN THE FOUR TYPES OF COMMUNICATION LISTED IN THIS MODULE.
2. NAME AND EXPLAIN THE BARRIERS TO EFFECTIVE COMMUNICATION.
3. LIST THE POINTS TO CONSIDER FOR EFFECTIVE COMMUNICATION.

### **AIM**

THE AIM OF THE LECTURE IS TO MAKE THE NEWLY APPOINTED SECURITY SUPERVISOR AWARE OF THE DIFFERENT ASPECTS OF COMMUNICATION AND IN SO DOING EQUIP HIM WITH THE REQUIRED KNOWLEDGE TO CARRY OUT HIS FUNCTION MORE EFFICIENTLY AND EFFECTIVELY.

## 1. **TYPES OF COMMUNICATION**

Communication is the cornerstone in any company. Types of communication flows within the company to ensure that all the people concerned are informed.

- **DOWNWARD COMMUNICATION**

This is the flow of information downward through the chain of command and in security it usually occurs in the form of orders. The security supervisor must practice the following rules to ensure that the orders are not vague or incomplete:

- Information must be accurate and complete and presented in a logical order.
- Information must be timely.
- The language has to be understood, don't use slang.
- Give the listener the opportunity to ask questions.
- Let the subordinate summarise the information presented to them.
- Issue orders in clear, concise and professional manner acceptable to the subordinate.
- Should contain all the information to the questions who, what, when, where, why and how.
- Should be issued in ethical and fair manner.
- Check tone of voice this can mean the difference between acceptance or rejection by the subordinate.
- Clarify the reasons for the order.

- **UPWARD COMMUNICATION**

Upward communication in security is usually concerned with reports which provides management with statistical information on:

- Safety hazards
- Thefts
- Property damage
- Unauthorised intruders
- Manhours
- Deployment of security staff
- Operational procedures
- Exceptional events
- Anticipated problems

Upward communication should also include:

- Suggestions
- Ideas
- Plans
- Queries
- Complaints
- Rumours

Due to people filters upwards communication does not always reach top management. People filters are when people along the chain of command

delete or add information. It is up to first level supervision to determine what significant information is to be passed up the line. The test is to ask yourself whether you would need or like to have this information if you were the next leader up the organization. If yes, pass the information up the chain.

- **HORIZONTAL COMMUNICATION**

- Not all communication takes place in an upward or downward level as supervisors interact with each other horizontally.
- The type of communication exchanged at this level is informative and consists of:
  - Problems are discussed
  - Suggestions and alternatives are given
  - Issues raised
  - Formal and informal training takes place
- The flow of information on this level is not as restricted as in upward and downward communication as it does not concentrate on giving orders but providing helpful suggestions to mutual problems.
- The main problem with this type of communication is that a great deal of misinformation can be exchanged.

- **INFORMAL COMMUNICATION**

- At the horizontal level of communication, informal communication or the “grapevine” flourishes, as information on this level moves freely at a much faster pace than the upward or downward flow through the chain of command.
- The “grapevine” should not be viewed as harmful and management can use it as an effective tool in communications as:
  - It identifies problems within an area
  - Usually contains incomplete information or only part truths
- The individual receiving “grapevine” information must weigh known facts, seek official clarification and then transmit the correct and total information to his staff.

## **2. BARRIERS IN COMMUNICATION**

Effective communication does not just happen as it has to be cultivated and maintained by every security supervisor,. In order to reduce the possibility of a communication breakdown the security supervisor must be able to identify communication barriers and avoid them.

- **DISTORTION**

Messages that are transmitted unclearly become distorted as they progress up or down the chain of command. The bigger the organisation and the more levels of management the bigger the possibility of distortion.

- **LANGUAGE AND JARGON**

Words mean different things to different people as it might have symbolic meanings to some people. Especially when people making use of “jargon” which is a special language used in specific professions to describe technical terms used in that profession. Do not assume that something which has a certain meaning to you will convey the same meaning to someone else.

- **NOISE**

Noise in this sense is outside factors interfering with the reception of the message. It may be literal noise or figurative noise in the shape of distracting or confused information like unclear syntax, long unwieldy sentences or polysyllabic words.

- **VOICE AND BODY EXPRESSION**

Don't talk at people, talk to them:

Voice, tone, volume, emphasis and body expression are important aspects in communications. In many cases the real meaning of what a person is saying is conveyed by the expression on his face or other forms of body language rather than by the actual message. Don't speak in a manner that is degrading as nobody loses leadership authority by talking pleasantly.

- **PERCEPTIONS ABOUT THE COMMUNICATOR**

Not only does the receiver evaluate what he hears in terms of his own background, but he also takes the sender into account. How the supervisor handles information reported to him will determine what will be reported to him in the future. If the subordinate feels that a supervisor has betrayed their confidence or has failed to act on items they report, they will not trust him in the future.

- **INFLUENCE OF REFERENCE GROUPS**

The group with which we identify influences our reactions to information. These reference groups can be the family, race, political party or religious beliefs.

- **OWN EXPERIENCE AND BACKGROUND**

Own experience and background can be an important barrier in communication. Instead of hearing what people say, we hear what our minds tell us they have said, and we intend to ignore or reject communications that conflict with our own beliefs.

- **EMOTIONAL CONTEXT**

Our emotions colour our ability to convey or to receive the true message. If we are insecure or worried, what we hear and see seems more threatening than when we are secure and at peace.

- **PERSONALITY CLASHES AND POWER STRUGGLES**

If two supervisors are openly trying to outdo each other to get promotion communication will become strained or communication at the horizontal level will deteriorate and subordinates will start taking sides which will further reduce the communication process.

**3. POINTS TO REMEMBER FOR EFFECTIVE COMMUNICATION**

- Listen attentively.
- Make eye contact with person(s) giving or receiving the message.
- Convey all facts in a clear, accurate and impartial manner.
- Use words and phrases that are understood.
- Generate positive interaction.
- Encourage questions for greater clarity.
- Listen for meanings and ideas, not just words.
- Include the six critical questions in all orders and reports i.e. who, what, when, why, where and how.
- Submit information and report timeously.
- Relay instructions so that they can be carried out in the manner in which they were intended.

## QUESTIONS AND ANSWERS

### QUESTIONS:

1. List the types of communication.
2. List the barriers in communication.

### ANSWERS:

1. Upward  
Downward  
Horizontal  
Informal
2. Distortion  
Language and jargon  
Noise  
Voice and body expressions  
Perceptions about the communicator  
Influence of reference groups  
Own experience and background  
Emotional context  
Personality clashes and power struggles



## **MODULE 6: ORDERS/INSTRUCTIONS**

### **INSTRUCTIONAL OBJECTIVES**

#### **ON COMPLETION OF THIS MODULE YOU MUST BE ABLE TO:**

1. LIST AND EXPLAIN THE SEQUENCE FOR THE PREPARATION OF CLEAR ORDERS.
2. LIST AND EXPLAIN THE GUIDELINES FOR THE ISSUE OF EFFECTIVE ORDERS/INSTRUCTIONS.
3. PREPARE, AND ISSUE ORDERS, TO A GROUP OF STUDENTS USING THE CORRECT SEQUENCE AND UTILISING THE GUIDELINES AS PRESENTED IN THE LECTURE.

### **AIM**

THE AIM OF THIS MODULE IS TO SET OUT THE SEQUENCE OF COMPILING AND GIVING CLEAR ORDERS.

## 1. **DIFFERENCE BETWEEN INSTRUCTION AND ORDER**

Before looking at the sequence for the preparation of an order we must look at the difference between an instruction and an order.

- **INSTRUCTION**

- It tells you what to do, when to do and how to do it.
- It's of a permanent nature and is normally written down.
- It's linked to standard working procedures.
- It can be seen as a guideline to actions to be taken in a specific situation.
- It must be planned and well-thought-over.

Example:

Before entering the main entrance every person shall be identified by verification of his identity card.

- **ORDER**

- It tells you what to do, when to do and how to do it.
- It is linked to a specific situation which may never occur again.
- It is normally issued verbally.

Example:

A camera has been stolen in the main stores and every person working in that section must be thoroughly searched.

## 2. **SEQUENCE OF GIVING CLEAR ORDERS/INSTRUCTIONS**

The guideline to this sequence is contained in the mnemonic "SMEAC" each letter represents a factor namely:

S	=	Situation
M	=	Mission
E	=	Execution
A	=	Admin and log
C	=	Command and control

This can be broken down into the following:

S	-	Situation	-	Orientation
			-	Adversaries
			-	Own forces
			-	Terrain
M	-	Mission	-	Who
			-	What
			-	Where
			-	When
			-	How

E	-	Execution	-	General outline
			-	Specific tasks
			-	Co-ordination
			-	Instructions
A	-	Administration and Logistics	-	Feeding
			-	Accommodation
			-	Arms ammunition
			-	Equipment
C	-	Command/Signals	-	Command post
			-	Location of medical teams
			-	Radios
			-	Frequencies
			-	Code words
			-	Call signs

### 3. **EXPLANATION OF \* SMEAC \***

- **SITUATION**
  - Orientate your own forces by telling what has happened and what is the situation now.
  - Inform them of what the adversary consists of.
  - Inform them what own forces consist of.
  - Explain the terrain to them.
- **MISSION**

This must be stated briefly, clearly and specifically under the following:

  - Who must do it.
  - What must he do.
  - Where must he do it.
  - When must he do it.
  - How must he do it.
- **EXECUTION**
  - Give general outline of plan.
  - Allocate specific tasks to various people.
  - Co-ordinate all orders.
- **ADMINISTRATION AND LOGISTICS**
  - Feeding.
  - Accommodation.
  - Firearms and ammunition.
  - Equipment.
- **COMMAND AND SIGNALS**
  - Location of headquarters i.e. command post and medical teams.
  - Communication radios at disposal.
    - Frequencies
    - Code words

- Call signs
- Radio silence
- Time (synchronise watches)

#### **4. HOW TO GIVE ORDERS**

- **SIMPLE**  
Always bear in mind the level of intelligence of those receiving orders. Don't try to impress people with the use of jargon which the subordinates don't understand.
- **DIRECT**  
Do not confuse or complicate the task, issue orders clearly as a command and pause between sections of orders to enable subordinates to absorb the detail. Inform them that time will be given for questions after the giving of orders. Issue the order in a clear and concise manner. As words may suggest different meanings to different people, allow the subordinate to ask questions.
- **BRIEF**  
Do not complicate the task which has to be done, the longer the orders the more must be remembered and the more he may forget.
- **ACCURATE AND COMPLETE**  
Do not leave anything to the recipients imagination or discretion. Keep the order short, accurate and complete. Don't leave out any information.
- **AUDIBLE**  
Orders should be given under conditions where they can be clearly heard. Keep the lessons on communication in mind and remember the barriers to communication and the points of effective communication.

## QUESTIONS AND ANSWERS

### QUESTIONS:

1. List the sequence for the preparation of an order.
2. List the guidelines for the issue of effective orders.

### ANSWERS:

1. Situation  
Mission  
Execution  
Administration and Logistics  
Command/signals
2. Simple  
Direct  
Brief  
Accurate and complete  
Audible

## **MODULE 7: ON-THE-JOB TRAINING**

### **INSTRUCTIONAL OBJECTIVES**

#### **ON COMPLETION OF THIS MODULE YOU MUST BE ABLE TO:**

1. LIST, EXPLAIN, AND DEMONSTRATE THE COACHING SEQUENCE.
2. LIST, EXPLAIN AND DEMONSTRATE THE CRITICAL ELEMENTS TO BE OBSERVED WHEN DEMONSTRATING SPECIFIC TASKS, ACTIONS OR BEHAVIOURS.
3. LIST, EXPLAIN AND DEMONSTRATE THE STEPS TO USE FOR TAKING CORRECTIVE ACTION.

### **AIM**

THE AIM OF THIS MODULE IS TO ENSURE STUDENTS UNDERSTAND THE TERM “COACHING” AND THE UTILISATION OF COACHING AS A TRAINING METHOD.

## 1. **INTRODUCTION**

Of the various on-the-job training techniques, coaching as a training method is popular with most trainers as it can be used in conjunction with most other training methods as well as being used in isolation.

## 2. **DEFINITION**

Coaching is a personal on-the-job training technique designed to develop individual skills, knowledge and attitudes in order to meet the criteria of a set objective. For the purpose of on-the-job training a well compiled task description, standard working procedures or immediate action drills can be used as a criterion against which success can be measured.

## 3. **COACHING SEQUENCE**

- **EXPLANATION**  
A theoretical lecture or presentation.
- **DEMONSTRATION**  
This may consist of a physical demonstration utilising a model.
- **IMITATION**  
In this phase the student practices and/or applies the newly learned skills.
- **INTERROGATION**  
The trainer constantly tests for understanding, observes the actions of the trainees, provides feedback and takes corrective action.
- **FOLLOW UP/TESTING**  
Once a trainee is satisfied that he has mastered the relevant skills or knowledge the trainee submits to a test by the trainer. Based on the result, the trainer redirects the trainee to the relevant phase of the learning process.
- **COACHING IN THEORY**  
Although coaching is more often used in man-to-man and practical training sessions it can be used during theoretical lectures. The following are methods used for coaching in theory:
  - Coaching by asking questions
  - Coaching using diagrams/graphics
  - Coaching using memory aids
  - Coaching using drills
  - Coaching by providing links

## 4. **GUIDELINES FOR COACHING PHYSICAL SKILLS**

- State the objective
- Demonstrate the skill

- Invite practice
- Re-state the objective
- Assess the performance
- Re-enforce strengths
- Identify weaknesses
- Ask trainee to identify error
- Ask trainee to make correction
- If trainee cannot – model or explain
- Call for further practice
- Assess performance
- Give final feedback

## **5. DEMONSTRATE SKILLS**

Coaching is largely focused on physical skills and therefore demonstrations will be the training method used.

Demonstrations are an important component and powerful method in the training process and if done effectively it will take the trainee a long way to mastering a specific skill or task.

- CRITICAL ELEMENTS TO BE OBSERVED DURING A DEMONSTRATION
  - Restate the objective – ensure understanding.
  - Acquaint trainees with the equipment particularly when it is new to them.
  - Ensure that all trainees see the demonstration.
  - Allow some trainees to repeat small skills in the total task.
  - Allow trainees to check out specific smaller “products” or steps of the total task.
  - Draw the attention of trainees to safety aspects which need to be observed whilst performing the task or skill.
  - Ensure that all trainees understand what is happening in the demonstration by testing their understanding of it.

## **6. TAKING CORRECTIVE ACTION**

To rectify incorrect actions is another important aspect of coaching:

- Clearly indicate the incorrect action.
- Ask the trainee for reasons for the incorrect action.
- Ask the trainee for assistance in solving the problem, if not solved.
- Give directions on how to rectify the incorrect action.
- Demonstrate the correct method if necessary.
- Have the employee use the correct method while you observe.
- Indicate that you are available if further help is needed.



## QUESTIONS AND ANSWERS

### QUESTIONS:

1. List the coaching sequence.
2. List the steps to use for taking corrective action.

### ANSWERS:

1. Explanation  
Demonstration  
Imitation  
Interrogation  
Follow up/testing
2.
  - i. Indicate incorrect action
  - ii. Establish reasons
  - iii. Obtain assistance
  - iv. Give directions
  - v. Demonstrate correct method
  - vi. Observe employee
  - vii. Be available if needed

## **MODULE 8: SUPERVISION**

### **INSTRUCTIONAL OBJECTIVES**

#### **ON COMPLETION OF THIS MODULE YOU MUST BE ABLE TO:**

1. DEFINE THE TERM "SUPERVISION".
2. LIST AND EXPLAIN THE SPECIFIC DUTIES AND RESPONSIBILITIES OF A SUPERVISOR.
3. LIST AND EXPLAIN THE BARRIERS TO GOOD SUPERVISION.

### **AIM**

TO DEVELOP CERTAIN SUPERVISORY SKILLS THAT WILL ENABLE A SUPERVISOR TO MANAGE HIS SHIFT MORE EFFECTIVELY AND IN A MORE PROFESSIONAL MANNER.

## 1. **DEFINITION**

Supervision is the function of planning, leading, coordinating and directing the work of others to accomplish designated objectives.

When analyzing this definition it is clear that:

- A supervisor is a member of a team which through planning, leading, coordinating and directing ensures that the team meets the set objectives according to prescribed standards within the time allocated.
- A supervisor must see to it that the needs of members of the team are satisfied.
- A supervisor will motivate and discipline his team to work towards a set goal and required job standard.

## 2. **DUTIES AND RESPONSIBILITIES**

An on-the-spot analysis of the activities of a supervisor will expose the following duties and responsibilities:

- **PRODUCTION**
  - Ordering of equipment and materials.
  - Controlling the flow of equipment and materials.
  - Scheduling the flow of work through the section/relief.
  - Assigning employees to specific operations/jobs.
  - Checking progress of the employees.
  - Helping employees to solve problems.
  - Maintaining record of work done.
  - To ensure that production schedules are met.
- **MAINTENANCE**

The supervisor must visit his subordinates regularly at their posts to re-inspect equipment and this consists of the following:

  - Checking equipment for correct operations.
  - Repairs to the equipment.
  - Maintaining and keeping of an orderly working environment.
- **METHODS OF IMPROVEMENT**
  - To devise new and improved work methods.
  - To cooperate with other staff groups and senior management in developing and suggesting better methods and procedures.
  - To ensure that any measure or systems introduced will be cost effective.
  - To ensure that these measure or systems are implemented.
- **QUALITY**
  - To set high but attainable standards of performance.
  - To ensure that the standards are met.
  - To take corrective action to avoid defective work.
  - To inspect quality of incoming material and spares.

- To ensure that the subordinates understand and accept the set standard.
- **PERSONNEL MANAGEMENT AND HUMAN RELATIONS**  
These duties can be the most difficult and time consuming and the supervisor must master the skills required for the following:
  - Orientating new employees.
  - On-the-job training.
  - Providing face-to-face leadership.
  - Appraising performance in conjunction with superiors.
  - Coaching and correcting.
  - Counselling of employees.
  - Recommending promotions, transfers and discharges.
  - Enforcing rules and maintaining discipline.
  - Settling complaints and grievances.
  - Interpreting and communicating management policies and directives.
  - Interpreting and communicating employee suggestions.

### **3. BARRIERS TO GOOD SUPERVISION**

Often the behaviour of the supervisor towards his men is the major cause of dissatisfaction and low morale under workers. The following actions can be seen as behaviour which have a negative effect on team building and which lead to antagonism against the supervisor:

- Loud reprimanding in the presence of other people.
- Show dislike towards individual subordinates due to their differences of opinion from that of the supervisor.
- Favouritism towards certain individuals in his unit/section/department.
- Insufficient knowledge of the work.
- Poor instruction – either too general or not complete.
- Deadlines not explained in advance.
- Use subordinates as scapegoats for the supervisor's errors.
- Refuses to admit mistakes.
- Fails to support (fight for) his people.
- "Picky" – finds fault with everything his people do.
- "Snoopervision" always poking his nose into personal matters (usually explained as different from being asked for advice on personal matters).
- Over-supervision - watching too closely everything that his people do.
- Fails to delegate authority to his people, where needed.
- Does not trust his people, where needed.
- Gossips with one of his subordinates about another in the same group often talks critically about the affairs of another.
- Never gives credit where credit is due.
- Fails to provide adequate materials or facilities for his people.
- Almost impossible to get clear cut prompt decisions.
- Treats his subordinates as inferiors, not as associates.

- Displays too much “brass”. Treats subordinates as rude, disrespectful creatures: Never lets anyone forget he is the boss.
- Never gives his people a chance (i.e. to get credit, to win promotions, to use their initiative “Look what I did for you etc.)
- Takes credit for his subordinates ideas.

#### 4. **RESENTMENT**

Resentment towards a supervisor can be caused by something he has done or has not done, but one of the major causes is where a supervisor has been appointed to a position over someone who feels that he should have got the job.

Resentment, if it is not dealt with quickly, can affect the harmony and productivity of the whole section. This can be overcome by training the supervisors and a defined career path for the subordinates.

## QUESTIONS AND ANSWERS

### QUESTIONS:

1. List the specific duties of a supervisor.
2. Give the major cause of resentment.
3. What do we call a situation where a supervisor refuses to admit mistakes and uses his subordinates as scapegoats for his errors.

### ANSWERS:

1.
  - i. Production
  - ii. Maintenance
  - iii. Methods of improvement
  - iv. Quality
  - v. Personnel management and human relations
2. Where people feel that they should be appointed in a position.
3. Barriers to good supervision.

## **MODULE 9: GROUP RELATIONS**

### **INSTRUCTIONAL OBJECTIVES**

#### **ON COMPLETION OF THIS MODULE YOU MUST BE ABLE TO:**

1. LIST AND EXPLAIN THE SIGNS THAT WILL INDICATE THAT A GROUP HAS BECOME A TEAM.
2. LIST AND EXPLAIN THE FOUR MAJOR SUGGESTIONS TO STIMULATE INTEREST AND ENTHUSIASM IN MEMBERS OF A WORK GROUP.
3. NAME AND EXPLAIN THE FOUR LISTED GUIDELINES FOR MOTIVATING A TEAM OR GROUP.

### **AIM**

TO BE ABLE TO BUILD AND MAINTAIN TEAM EFFORT TO GET WORK ACCOMPLISHED EFFECTIVELY AND TO KNOW THE CHARACTERISTICS AND BEHAVIOUR OF GROUPS.

## 1. **FORMATION OF GROUPS**

A great deal of a person's life is spent as a member of a group. This can be a formal group in a work or social environment or as an informal group like a group of friends.

## 2. **DISTINCTION BETWEEN GROUPS AND INDIVIDUALS**

- Behaviour of a group differs from that of an individual.
- Supervisory techniques and skills applied successfully with an individual may not have the same result in a group.
- An individual in the group tends to conform with the wishes and behaviour of the group.
- An individual in the group tends to conform with the wishes and behaviour of the group.
- An individual forgoes some of his own desires and modifies his behaviour in order that a team can exist, have a spirit and possess a personality.
- The group personality is stronger than that of the individual and reflects the joint outlook and habits of the members.
- Tendencies that the group disapprove will be submerged and the best as well as the worst in certain members will be brought out.
- The group has a conscience that overshadows those of the individuals.
- Individuals have a strong desire to belong and don't want to be the exception in the group.

## 3. **GROUP MAKE-UP**

- Informal alignment based on status usually takes place.
- Some with the greatest influence achieve their reputation by:
  - Good use of the mind.
  - Ability to communicate.
  - Track record to accomplish physical things they desired.
- The work situation affects the group's make-up and has an effect upon team spirit and productivity.
  - Building teams around a single work activity enhances team effort.
  - Mutual interests and purpose tend to bring people together and to promote sharing of means to obtain mutual results.
- Closely allied to this single work activity is the size of the group.
  - Smaller groups are preferred as they expedite contact and exchange among members and provide a favourable climate for building team spirit.
  - Work problems can be discussed informally and lines of communication are short.
  - It minimises the use of set procedures and job specialisation.



- It lessens the employee's feeling of being lost in rules and regulations and "red tape".

#### **4. SIGNS TO INDICATE THAT A GROUP IS A TEAM**

- Free exchange of ideas take place.
- A common front being made against outsiders.
- Exchanging of friendly insults.
- A feeling that the job location is a place where they are known and wanted.
- They give high value to the association with fellow team members.

#### **5. STIMULATING INTEREST AND ENTHUSIASM IN MEMBERS OF A WORK TEAM/GROUP**

There are four major suggestions to stimulate interest and enthusiasm in members of a work group and are as follows:

- **ESTABLISH A FAIR AND FRIENDLY WORKING ENVIRONMENT**
  - Members must feel that decisions by management are honest and reasonable.
  - Strive for a working climate where the employees gain satisfaction from their association with the group.
- **PRACTICE PARTICIPATION INVOLVED**
  - Work out changes with the team/group and keep them informed of changes before it happens.
  - If a problem arises get everybody involved.
  - Weekly/monthly meetings where the group get involved in brain storming exercises in order to get their ideas.
- **REPRESENT MANAGEMENT AND GROUP**
  - Practice empathy and help members to set goals for the group.
  - Show interest in seeing that these goals are achieved.
  - Ensure that the group's goals are similar to yours.
- **GAIN ACCEPTANCE OF MEMBERS**
  - Be a member of the group not an outsider imposing rules to follow.
  - By getting in harmony with the group find a way to make your authority acceptable and in keeping with mutual desires. Don't force your authority onto group members.

#### **6. EFFECTIVE DEMOCRATIC LEADER**

- Adopts his manner to the goals, expectations, or past leadership experiences of the group.
- Maintains flexibility – for each case the leader will manage to assume the proper role for the right group at the right time.

- Creates the working climate which makes the members goals more personal and clearer.
- Influences the nature of the group's self-developed goals and transmits the strong feeling that he is helping them reach these goals.
- Establishes group goals with the group members.
- Requests opinions from the members, contemplated changes are discussed and has frequent meetings on work problems.
- Provides help when it is needed.
- Supplies required equipment and materials.
- Listens to complaints and takes care of them.
- Assists new members to fit into the group.
- Gives sincere and honest answers.
- Stands up for his group.
- Is easy to talk with.
- Gives praise when a member does a good job.
- Creates a relationship and a mutual belief that members are human beings.
- Gives members aspiration to accomplish things.
- Lets them know that their efforts are appreciated.

## **7. MOTIVATION OF THE GROUP**

Each individual member of the team has needs which differ from those of his fellow team members. The supervisor must effectively appeal to the unique needs of each member of his group to ensure that he develops to his fullest potential and contributes equally to the team effort. The following are additional suggestions for motivating a team or group:

- **SET ACHIEVABLE GOALS**
  - Most employees tend to be competitive and achievement oriented.
  - Agree on standards that require some reach.
  - If they believe in you and themselves they will try and reach down inside and achieve what they probably didn't think they could attain.
  - Members will try hard to attain a goal they believe they can accomplish, but will quickly lose enthusiasm if their good efforts don't produce results.
  - Spur their sense of responsibility by including them in goal-establishing efforts and the implementation of plans.
- **DETECT EMPLOYEES WEAKNESSES AND STRENGTHS**
  - Objectively observe your members to adequately identify and diagnose the individual needs.
  - Detach yourself and see what skills and knowledge your members lack.
  - Prevent members from slipping permanently into bad habits. If necessary, return to fundamentals.
  - Review each work step to establish what is wrong and insist that the member practice the right way of doing the step or steps that require improvement.
  - This review, feedback and returning to fundamentals, helps to attain a group of self-disciplined winners.

- **ESTABLISH WELL BALANCED TEAM SPIRIT**
  - Instill pride in their work, performance and product or service that they help to make possible.
  - A competitive spirit helps motivate an employee to do as well or better than his team mates.
  - Encourage your group to be the best.
  - Show no favouritism, treat every member as an individual.
  - Give public approval and encouragement to those performing outstandingly, be sincere, give full credit but refrain from overdoing it.
- **SET AN EXAMPLE**
  - Set a good example and be consistent in your behaviour.
  - Show through your own actions the level of performance you expect.
  - Be consistent in your example setting as members desire to predict how their supervisor will react to their behaviour or problems and if unable, they tend to become overcautious, keep their ideas and opinions to themselves and withhold suggestions for improvements.

## QUESTIONS AND ANSWERS

### QUESTIONS:

1. List the signs that will indicate that a group has become a team.
2. List the four major suggestions to stimulate interest and enthusiasm in members of the group.
3. List the four guidelines for motivating a team or group.

### ANSWERS:

1.
  - i. Free exchange of ideas.
  - ii. Common front against outsiders.
  - iii. Exchanging of friendly insults.
  - iv. Feeling of belonging.
  - v. High value to association.
2.
  - i. Establish a fair and friendly environment.
  - ii. Practice participation, get members involved.
  - iii. Represent management and group.
  - iv. Gain acceptance of members.
3.
  - i. Set achievable goals.
  - ii. Detect weaknesses and strengths.
  - iii. Establish team spirit.
  - iv. Set example.

## **MODULE 10: HANDLING OF PARADES**

### **INSTRUCTIONAL OBJECTIVES**

#### **ON COMPLETION OF THIS MODULE YOU MUST BE ABLE TO:**

1. FORM UP A PARADE AND CONDUCT INSPECTIONS OF MEN ON PARADE.
2. KNOW WHEN SALUTING AND COMPLIMENTING IS TO TAKE PLACE.
3. KNOW HOW TO SHOW DUE RESPECT TO THE NATIONAL FLAG.
4. ORGANISE A FORMAL INSPECTION.

### **AIM**

THE AIM OF THIS MODULE IS TO ENSURE THAT THE SECURITY SUPERVISOR WILL BE ABLE TO FORM UP A PARADE AND CONDUCT AN INSPECTION, KNOW WHEN SALUTING AND COMPLIMENTING IS TO TAKE PLACE, TO ORGANISE A FORMAL INSPECTION AND TO SHOW DUE RESPECT TO THE NATIONAL FLAG.

## **1. SALUTE AND COMPLIMENT**

The salute forms part of the military and uniformed tradition and is also adopted by some security organizations. It has its origin in ancient times, when the knights raised the visor of their armour with the right hand, to expose their face when two friendly knights met. In the 18<sup>th</sup> century the official salute was to remove the hat or cap, but this was changed in the 19<sup>th</sup> century to the form of salute as it is today. Keep in mind that it's neither the uniform nor the individual that is being saluted but the dignity vested in the individual.

## **2. HOW TO SALUTE**

- All ranks will salute with the right hand.
- When impossible due to physical incapacity it will be executed with the left hand.

- **PROCEDURE WHEN APPROACHING AN OFFICER**

When a subordinate rank wishes to address an officer, he will:

- Halt two paces in front of the officer.
- Salute.
- Execute his task.
- Salute again.
- Conduct an about-turn march off in quick time.

Articles should be handed or taken over with the left hand when possible.

- **COMPLIMENTS BY OFFICERS**

- When in uniform he will acknowledge salute.
- When in civilian clothes he will acknowledge by slight nod of the head or raising his headress.
- Casual wave of the hand is not accepted recognized procedure.

- **COMPLIMENTS TO OFFICERS OF THE ARMED FORCES**

- Security officers must know the ranks and badges worn by officers of the police and defence force as similar compliments and marks of respect shall be paid to them.

## **3. NATIONAL FLAG**

- **FLYING THE NATIONAL FLAG**

Subject to company policy, the National Flag may be flown on the property on specific and/or appropriate occasions. If flown regularly at the company offices on a daily basis, it should be flown:

- From sunrise to sunset, or
- During the company's normal office hours.

When displayed together with other flags:

- It must be hoisted first and lowered last.
- It must be on the left side from the observers point of view and may never be flown lower than any other flag in the group.
- **HOISTING THE NATIONAL FLAG**
  - The flag shall be hoisted (rolled-up) five minutes before the specific hour.
  - At the specific hour the flag will be broken at the truckle.
- **LOWERING THE NATIONAL FLAG**

At sunset or any other appointed time the flag will be lowered slowly.
- **DISPLAY OF THE NATIONAL FLAG INDOORS OR ON PLATFORMS**
  - When the flag is displayed vertically against a wall the hoist or cord seam should be uppermost.
  - When displayed horizontally the hoist should be to the left of the spectator.
- **DIGNITY OF THE NATIONAL FLAG**

The flag must at all times be treated with dignity and respect and must not:

  - Touch the ground.
  - Be used as a tablecloth or draped in front of platform.
  - Be used to cover a statue, plaque or cornerstone at unveiling or similar ceremonies.
  - Be used to start or finish any competition, race or similar event.

#### **4. GETTING ON PARADE, CALLING THE ROLL AND INSPECTION**

- **GENERAL**

Men detailed for parade will be correctly dressed and on the side of the parade ground five minutes before the laid down time, standing at ease facing the parade ground.
- **COMMAND AND MOVEMENT**
  - Command by squad commander "Form Up" Marker move out three paces in front of the front rank, standing at ease.
  - Squad commander will take position fifteen paces in front facing parade. Command: "Marker" Parade stand properly at ease. Marks to attention, step off, halt two paces in front of squad commander, turn to left and stand at ease.
  - Squad commander takes position ten paces to right in line with marker facing him.
  - Command "GET ON PARADE". Parade to attention step off in quick time. Marker to attention, parade form up on left of marker at attention with one pace between ranks, at arms length intervals, taken up from the marker, automatic dressing by the right.
  - Squad commander takes position five paces in front in middle facing them.

- Command: “Open order March, Right Dress, Squad commander take up position five paces to the right in line with the front rank facing it, dress front rank, make left turn, march three paces halt, make right turn dress center rank and do the same to rear rank. Then he will make a right turn march six paces, halt, make a left turn face the front rank and give command “Eyes front”. Move to center of squad three paces in front facing it.
- Command “Answer your name, stand at ease.” When the members name is read he will come to attention and answer “Present”. He will remain at attention until the next name is called out. The last man will after a pause of two –three stand at ease.
- Command “Squad attention-number”, The inspection will now take place and the squad commander will ensure that the guard is:
  - Sober
  - Neatly turned out
  - Has in his possession the equipment needed for the task and that the equipment is serviceable.
- After inspection, the squad commander will give the command “Dismiss” where after the guards will proceed to their posts.



## QUESTIONS AND ANSWERS

### QUESTIONS:

1. Why do the subordinates salute their officers.
2. List the things not to be done when treating the flag with dignity and respect.

### ANSWERS:

1. To recognise the dignity rested in the individual when authority is placed in his hands.
2. The flag must not:
  - i. Touch the ground.
  - ii. Be used as a tablecloth or draped in front of a platform.
  - iii. Be used to cover a statue, plaque or cornerstone.
  - iv. Be used to start or finish a competition or race.