

Grade **A** Manual

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MODULE 1: BASIC PRINCIPLES OF INVESTIGATION

INSTRUCTIONAL OBJECTIVES

ON COMPLETION OF THIS MODULE YOU MUST BE ABLE TO:

1. LIST THE LOCARD PRINCIPLE.
2. LIST AND EXPLAIN THE IDENTIFICATION CATEGORIES.

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1. INTRODUCTION

Preventive policing cannot ensure absolute social order. Processes of repressive policing must therefore be enforced to restore the social disturbances caused by a crime which has been committed. Crime investigation is therefore reactive policing.

The basis of crime investigation is the collection of evidence in strict accordance with the provisions governing the process.

Crime investigation can be defined as a systematic search for the truth in respect of a crime or alleged crime.

2. THE LOCARD PRINCIPLE

The Locard principle, also known as the contact theory, is an important, scientifically founded principle, not only applicable to other natural sciences, but also to crime investigation. According to this theory, traces are transferred whenever two objects or persons come into contact with each other.

Identification categories:

- **SITUATION IDENTIFICATION**

On arrival at the scene of crime it is not always obvious to the investigator what type of crime was committed or whether a crime was in fact committed.

Uncertainty can sometimes arise whether a deceased was murdered, whether he has committed suicide, whether his death can be ascribed to an accident of some nature or even whether his death was caused by natural causes. It can be just as obscure to determine whether a building has burned down as a result of arson, an electrical short, lightning or was possibly set alight with, for instance, fraud as a motive.

As a departure point the crime situation must be identified, by means of both objective and subjective clues, as a particular situation or crime.

Situation identification in other words, implies the delineation of an investigation hypotheses. If the act is not individualised cumulatively, the hypotheses remains open.

- **WITNESS IDENTIFICATION**

Eyewitness accounts are certainly one of the most used identification media. Here the part played by the alleged offender is individualised by description of the relevant events contained in the statements of complainants and eye-witnesses.

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This evidence is subjective and not always as reliable because of factors such as:

- Human fallibility
- Faulty perception
- Insufficient reporting
- Suggestion
- Faulty association
- Fear of involvement
- Fear or retaliation and
- Ignorance

- **VICTIM IDENTIFICATION**

Victim identification is often the most important, and sometimes the only starting point to the unravelling of such a crime.

The techniques applied are:

- Viewing of the body (for recognition on the basis of appearance)
- Odontological identification (dental identification)
- Identity kit
- Photography
- Fingerprints and
- Other factors such as age, sex, height and race

- **IMPRINT IDENTIFICATION**

Imprint identification is based on the Locard principle which will be discussed later.

The fundamental principle of imprint identification is that the distinctive characteristics of objects are transferred to the surface with which they come into contact.

These imprints must first be identified for what they are and thereafter compared with that of the suspect/instrument/tool/vehicle, etc. Should there be sufficient corresponding marks, the allegation can be substantial that the specific imprint at the scene was made by a specific person/instrument/tool/vehicle as the case may be.

Identification methods used, are dacryloscopy, casts of foot, shoes, bicycle, vehicle tracks, marks made by tools, bite marks and ballistic comparisons.

- **ORIGIN IDENTIFICATION**

Origin identification is concerned with analysing organic and inorganic solids and fluids with the object of determining whether a disputed sample, which for example was found at the scene of crime, or on a person or has some associative connection with the crime, has a common origin.

The disputed sample is usually part of a greater whole having the same characteristics.

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Analysis involved the chemical, microscopic and spectroscopic comparison of organic samples such as blood, saliva, semen, hair, human tissue and inorganic samples such as soil, vegetable products, wood, sawdust, paint, glass, ink, paper etc.

- **ACTION IDENTIFICATION**

Action identification refers to the identification of human acts directly related to the crime.

Examples of this type of identification medium are:

- Handwriting
- Typewriting
- Modus operandi

Many involuntary habits creep into these human actions and eventually develop into personal characteristics unique to each individual. Consequently characteristics are developed, such as invariability, uniqueness etc making it a useful identification medium.

- **CULPRIT IDENTIFICATION**

Here we deal with the positive identification of the offender as a person rather than the identification of his unlawful conduct.

The aforementioned contemplation is of great importance because members of the Force are sometimes inclined to self-complacently believe that their case has been proved the moment they have identified the culprit. They then lose sight of the fact that his contribution to the unlawful conduct must also be proved.

Identification techniques used or culprit identification are:

- Identification parades
- Photo identification
- Voice identification
- "Police File"
- Modus Operandi
- Personal descriptions

- **CUMULATIVE IDENTIFICATION**

The individual value of each identification can only become apparent when they are considered within the framework of the history as a whole. This implies the completion of the so-called jigsaw puzzle. The investigator can now come to the conclusion that, on a preponderance of probabilities, it is justified to summon a particular person to court.

QUESTIONS AND ANSWERS

QUESTIONS:

1. List the eight identification categories.

ANSWERS:

1.
 - i. Situation identification
 - ii. Witness identification
 - iii. Victim identification
 - iv. Imprint identification
 - v. Origin identification
 - vi. Action identification
 - vii. Culprit identification
 - viii. Cumulative identification

MODULE 2: QUESTIONING OF WITNESSES

INSTRUCTIONAL OBJECTIVES

ON COMPLETION OF THIS MODULE YOU MUST BE ABLE TO:

1. LIST AND EXPLAIN THE GUIDELINES PROVIDED FOR THE CORRECT MANNER AND FORM OF QUESTIONING.
2. LIST AND EXPLAIN THE BASIC PRINCIPLES FOR THE ACTUAL FORM OF QUESTIONING.
3. LIST THE QUALITIES OF A GOOD QUESTIONER.
4. LIST AND EXPLAIN THE FACTORS ON WHICH CLARITY OF THE CRIME MUST BE OBTAINED BEFORE COMMENCING WITH THE QUESTIONING.

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1. INTRODUCTION

Interrogation is the foundation on which all investigation is built. No case, of whatever nature, or however slight it may be, can be solved without interrogation. Interrogation is aimed at solving a case, and in all interrogations therefore the purpose should be to reveal the truth concerning the case under investigation. Interrogation is an art, not only in the framing of questions, but before doing so, to correctly sum up the person to be questioned.

In dealing with both suspected persons and genuine witnesses the amount of truthful information that can be obtained is determined by the approach of the questioner who must vary his techniques in accordance with the personality of the individual to whom he is speaking.

2. AIM

The aim of this lecture is to ensure that the trainee understanding the guidelines of questioning of witnesses and suspects before the experts take over.

3. QUESTIONING

Questioning not only relates to the questioning of suspected persons, but includes all questioning done in the search of the truth regarding a crime or alleged crime. The purpose therefore is not to lay down hard and fast questioning rules, but is rather to stimulate thinking in respect of a variety of aspects such as the crime, suspects and the victim/witnesses. Considering the aforesaid, the questioner should strive for objectivity and meet the challenge of questioning without making use of illegal techniques.

4. MANNER AND FORM OF QUESTIONING

Try to apply the following guidelines when questioning witnesses or victims and suspects:

- Be tactful and avoid causing resentment or friction.
- Be patient and do not show any sign of boredom.
- Be a good listener and try to create confidence. Encourage the witness to talk confidently.
- Do not interrupt except to get the conversation back to the point of to cut short a repetitive explanation.
- Do not make fun of or rebuke the speaker or show annoyance.
- Do not make threats under any circumstances, either verbally or physically, irrespective of the behaviour of the other person.
- Do not make promises or offer inducements to obtain answers.
- Be agreeable and straight forward in the approach which should accord with the treatment you would expect if the position were reversed.
- Scrupulous politeness and good natured imperturbability, coupled with firmness, are the best counter measures.

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- Ignore any display of impatience by the other party. Be persistent until you find out what you want to know and are satisfied it is a true version.

5. BASIC PRINCIPLES OF QUESTIONING

The actual form of questioning should follow similar basic principles:

- Phrase the questions clearly and in a language the listener understands.
- Do not ask questions which are in any way ambiguous or could lead the listener in any way to think an effort is being made to trick him.
- Where ambiguous answers are given, put further questions with purpose of ensuring there is no misunderstanding on either side.
- Ask the questions methodically to avoid omitting any material matters, and ensure that there are no gaps during which an untruthful witness could collect his thoughts.
- Ask the questions quietly but clearly with a display of interest in the forthcoming answer.
- Avoid leading questions – that is those that can be answered by a plain “YES” or “NO” if at all possible.

6. QUALITIES OF A GOOD QUESTIONER

The questioner must inter alia possess the following qualities:

- Persuasive ability
- Perseverance
- Adaptability
- Observational ability
- Objectivity
- Receptibility for information
- Analytic ability and
- Evaluation ability

The interrogator must preferably be dressed in mufti. Objects such as handcuffs and firearms must be kept out of sight. This is necessary for creating an information state of trust.

7. CLARITY ABOUT CRIME

Before commencing with the questioning, the following must be known by the questioner:

- The type of incident.
- The legal requirements for proving such an incident.
- The nature of violence involved.
- The nature and extent of losses.
- Date, time and place of occurrences.
- Description of the scene and the vicinity.
- The manner in which the incident was committed.

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- Possible motives.
- All possible incriminating and otherwise relevant facts.

QUESTIONS AND ANSWERS

QUESTIONS:

1. List and explain eight guidelines for the correct manner and form of questioning.

ANSWERS:

1.
 - i. Be tactful, avoid causing resentment or friction.
 - ii. Be patient and do not show any sign of boredom.
 - iii. Be a good listener and try to create confidence.
 - iv. Do not interrupt, except to get the conversation back to the point.
 - v. Do not make fun or rebuke the speaker or show annoyance.
 - vi. Do not make threats.
 - vii. Do not make promises to obtain answers.
 - viii. Scrupulous politeness and good nature, coupled with firmness are the best counter measures.

MODULE 3: ACTION AT THE SCENE OF AN INCIDENT

INSTRUCTIONAL OBJECTIVES

ON COMPLETION OF THIS MODULE YOU MUST BE ABLE TO:

1. KNOW THE PROCEDURES TO BE FOLLOWED BY A SECURITY OFFICER WHO IS NORMALLY THE FIRST PERSON TO ARRIVE AT THE SCENE OF A CRIME.
2. LIST THOSE CONDITIONS WHICH CAN CHANGE AND THEREFORE NEED TO BE ANNOTATED AS SOON AS POSSIBLE.
3. LIST AND EXPLAIN TWO METHODS OF SEARCHING THAT CAN BE USED TO SEARCH THE SCENE OF AN INCIDENT.
4. EXPLAIN THE TERMS "CLUES" AND "EXHIBITS" AS TO SHOW UNDERSTANDING THEREOF.

1. INTRODUCTION

Security officers often find themselves to be the first person at the scene of an incident. The primary purpose will be to conserve the scene of any incident in order to ensure that the collection of evidence from the scene is maximised. All evidence found at the scene will be produced in court or before a possible departmental enquiry. It is therefore of the utmost importance to conserve and preserve the scene to enable investigators to collect all evidence.

The collection of such evidence involved a search for:

- Exhibits
- Clues and
- Witnesses

In an attempt to:

- Establish the identity of the offender and
- Prove the commission of the crime to the satisfaction of the court or where disciplinary action is to be taken, to the satisfaction of the committee.

To achieve this, there is only one starting point, namely, the scene of the incident.

The scene of an incident is the place where direct or indirect proof of the commission of an offence exists. It is not only an interrogation terrain, but also the place where evidence is found which can lead to the disclosure or elucidation of an offence. No two scenes are exactly the same. The nature of the scene and the clues which are traced, are determined by the type of offence which was committed and the modus operandi of the offender. The scene can nevertheless in general, amongst other things, provide clarity regarding the following:

- The unlawful nature of the act.
- The method used to commit the offence.
- The identity of the victim.
- The identity of the offender and his part in the commission of the offence.

No hard and fast rules can be set for procedure at the scene. The security officer's judgement will influence his conduct. In order to ascertain whether his judgement and conduct are correct, the member can put the following questions to himself:

- Do I know what to do?
- Do I know when to act?
- Do I know how to act?
- Are my actions within the law?
- Will my conduct be beneficial or detrimental to the outcome of the investigation?

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- Will I perform my duties properly by acting in this manner?
- Is my conduct impartial?
- Do I have control over my emotions?
- Does my behaviour promote good relations with the public?
- Have I done everything possible to:
 - Bring the offender to justice
 - Prevent further affliction
 - Prevent further offences being committed
 - Ensure that justice is done
 - Ensure that my superiors and the public are satisfied with my conduct?

The degree of seriousness of an offence must not influence the approach to the investigation thereof. All investigations must be conducted completely and accurately.

2. **HINTS FOR PROCEDURE AT THE SCENE OF AN INCIDENT**

As already indicated, no particular pattern of conduct can be prescribed. The security officer who gets to the scene first, is directed by his sound judgement and the merits of a particular case. There are however certain processes of investigation which have to be applied before there can be any mention of efficient investigation.

In short, and in logical order, these processes can be summarised as follows:

- Control of the scene.
- Conservation of the scene.
- Observation of the scene.
- Searching the scene.
- Tracing of:
 - exhibits
 - clues
 - witnesses
 - accused/offender
- Utilisation of investigation aids.

3. **PROTECTION AT THE SCENE OF AN INCIDENT**

It must be kept in mind that an investigation officer will take over the scene to finalise the investigation. The function of the security officer who arrives at the scene first is primarily to conserve it. He must also stay at the scene until the investigation officer arrives.

- **FIREARMS/AMMUNITION**
A firearm leaves identifiable marks on a cartridge case or bullet-head, while the mechanism of the magazine leaves its own imprints on ammunition.

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Careless or inconsiderate handling of these objects can bring about the appearance of additional marks, or cause the obliteration of existing marks. This creates wrong impressions, is misleading, and makes positive identification difficult.

- **FINGERPRINTS**

- Objects on which fingerprints can possibly be found must preferably not be handled at all, but in any case not before they have been examined by a fingerprint expert.
- Should handling be necessary, care must be taken not to damage or destroy latent prints. Cotton gloves or a handkerchief can be used for this purpose.
- By the application of modern techniques, fingerprints can be lifted from almost any surface. It must therefore not merely be accepted that there are not fingerprints on a particular surface.
- It is important to remember that footprints and imprints left by other parts of the body, are also identifiable.

- **TRACKS**

- Impressed tracks (a sunken track into a soft surface) or residue tracks (a track caused by the transference of residue to a firm surface) can hardly be handled. These tracks must however be protected against damage until a plaster-cast of an impressed track is made, or a photograph of a residue track is taken.
- Foot-, shoe- and wheel tracks can be conserved by covering it with a cardboard box, a bucket or similar object. Such a container must be clean and, in the case of foot- and shoe tracks, free from foreign odours which can affect a tracking dog's smell.

- **TOOL IMPRINTS**

- Tools, in this context, means any implement which is utilised as an aid during the execution of an action.
- Tool imprints which are caused by press-, lateral- or cut marks, can reveal important facts if they are retained in their original state until examination and comparison thereof can be made.
- Imprints (e.g. marks of a crowbar left on the frame of a door during a burglary), must not be touched. Should a tool which probably caused the marks be available, no attempt must be made to fit it into or onto the imprints. This can disturb the general appearance of a mark, which will make comparison difficult.

- **CLOTHING**

Care must be taken to prevent clothing from getting wet. Place them in a plastic bag.

- **DOCUMENTS**

When handling and conserving documents, it is important to remember that fingerprints can be lifted from paper. Precautions must consequently be taken to prevent the loss of this valuable evidence.

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- **ANNOTATION OF CONDITIONS WHICH CAN CHANGE**

It is extremely important that accurate annotations be made of conditions which can change as time progresses. The following are examples thereof:

- **Dates and times**
Not only with regard to the arrival at the departure from a scene, but also with reference to observations made, objects found, persons traced and arrests executed.
- **Condition of doors**
Is it locked, closed, open, damaged? Is the key in the lock? Is the key on the in or outside of the door? What type of lock is fitted to the door?
- **Conditions of windows**
Is the window catch secured in position? Is the window open or closed? Are the window panes undamaged or broken? If broken, are the pieces of glass lying in the in or outside of the building? What is the condition of the window catch? What type of window is it?
- **Barriers in front of window**
Are there blinds, curtains and/or burglar proofing in front of the windows? Are the blinds in an open or shut position. Are the curtains open or drawn? Is the burglar proofing intact or damaged?
- **Smells**
Is any particular smell perceptible at the scene (e.g. tobacco smoke, gun powder, perfume, petrol, paraffin, oil, methylated spirits, etc)?
- **Weather conditions**
Conditions like rain, ice, snow, fogginess, fine weather, must be annotated.

4. SEARCHING OF THE SCENE

- **PRINCIPLES OF REASONABLE CONDUCT**

- From the preceding discussions, the necessity to prevent the loss of valuable evidence becomes quite evident. The searching of persons, containers and premises is therefore, under certain circumstances, of utmost importance. This important task can however not be executed without considering all relevant aspects. Radical infringement is made upon the rights of the individual when his person, or a container or premises under his control, is searched.
- The purpose of a search must only be to achieve the security officer's aim. The conduct of the member must always be such that it expresses strict consideration of human rights.

- **METHODS OF SEARCHING**

When circumstances necessitate searching, it is important that action be taken in an organised and effective manner. The dissimilarity of crime

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scenes prohibits the acceptance of a single method of searching which will apply to all scenes of crime. The following two methods of searching are discussed in short:

➤ Subjective method

The scene of crime and objects are observed and described in conformity with the investigator's views as:

- He approaches the scene
- The offender approached or left the scene
- A point to point follow up of clues progresses

➤ Objective method

The scene of crime is searched criss-cross. This can inter alia be done as follows:

- Outward circling (spiral method)
 - ❖ This way of searching is conducted by undertaking the search in outward circles from the pivot of interest or the center of the scene.
 - ❖ This method is especially suitable if one investigator has to conduct the search.
- Sectorial searching (segmentation)
 - ❖ The scene is divided into segments, and each section is searched individually.
 - ❖ This method is especially suitable when a number of investigators are available, and large premises or a vast area has to be searched.

5. EXHIBITS AND CLUES

To be able to differentiate between an exhibit and a clue, it is necessary to look at the difference between these two concepts.

An exhibit is material which can be presented at a trial as proof of certain relevant facts. It is in reality an article of evidence.

A clue is relevant information which is gathered during the process of crime investigation, and is used in an effort to obtain physical evidence. A clue is therefore a directive, or suggestive fact or principle in an investigation or study.

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QUESTIONS AND ANSWERS

QUESTIONS:

1. List those conditions which can change and therefore need to be annotated as soon as possible.
2. Explain the terms “clues” and “exhibits”.

ANSWERS:

1.
 - i. Dates and times
 - ii. Condition of doors
 - iii. Condition of windows
 - iv. Barriers in front of windows
 - v. Smells
 - vi. Weather conditions
2. AN EXHIBIT is material which can be presented at a trial as proof of certain relevant facts.

A CLUE is relevant information which is gathered during the process of crime investigation and is used in an effort to obtain physical evidence.

MODULE 4: PRINCIPLES OF GIVING EVIDENCE

INSTRUCTIONAL OBJECTIVES

ON COMPLETION OF THIS MODULE YOU MUST BE ABLE TO:

1. KNOW THE COMMON TACTICS USED BY LEGAL PRACTITIONERS TO UPSET WITNESSES AND HOW TO DEAL WITH SAME.
2. KNOW WHAT IS EXPECTED FROM A WITNESS WITH REGARD TO HIS/HER BEHAVIOUR IN THE WITNESS BOX.
3. EXPLAIN THE GUIDELINES FOR GIVING VERBAL EVIDENCE.
4. LIST AND EXPLAIN THE DUTIES OF WITNESSES.

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1. INTRODUCTION

The whole system of our criminal procedure is based on the giving of oral evidence under oath. This does not only apply to the whole system but to each particular case. The court, or when an appeal has been noted, the appeal court can only take cognisance of verbal evidence and what has been placed on record. Nothing that has not been placed on record, however important that may be, can influence the case and this can only be rectified with a great amount of trouble and expense.

Therefore it is of utmost importance that security officers who are responsible for obtaining important evidence should know:

- How to obtain this evidence and record same.
- How to preserve this evidence.
- The best method to produce this evidence in court.
- How to prevent this evidence being distorted through the incompetence of the witness.

The most important factor in the giving of evidence is that the court must rely on the credibility of the evidence. Evidence must in every case be correct and satisfactory whether it is in favour of the accused or not. The evidence of witnesses are always attacked by the defence and when the credibility of this evidence is doubted, it loses its evidential value and in some cases is rejected by the court.

2. AIM

To enable security officers to present credible evidence during court proceedings.

3. CAUSES OF FEAR IN THE WITNESS BOX

The ordinary person is to some extent afraid of giving evidence because it is such a serious and important matter and also because the right of legal practitioners to cross-examine a witness, sometimes result in a battle of nerves to test his credibility. Thus, with the ordinary person, there exists a certain amount of fear in the witness box which may have serious results which may prejudice the course of justice, i.e. *****

4. BEHAVIOUR IN THE WITNESS BOX

Always arrive clean and neat at court. Remember that you are seen by the public as a symbol of law and order. An untidy security officer creates a weak impression and it is a sign of lack of interest.

In order to make a favourable impression, a security officer must, when entering the witness box, assume the attitude of a professional witness and show that he is proud to belong to a group who practices the profession of giving evidence. He must give his evidence in a professional and impartial manner. The officers

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of the court will be quick to observe that this security officer knows what is expected of him and has prepared himself for the trial.

Never lounge in the witness box but always maintain a neat posture.

Always address the presiding officer.

5. THE ASPECT OF GIVING VERBAL EVIDENCE

The security officer must not introduce himself and commence giving evidence, because it is the duty of the prosecutor to do this. He must only give his account of the facts without being led, at the request of the prosecutor. Whenever technical evidence is being given, the prosecutor will ask the questions and only those questions must be answered.

Speak slowly, clearly and distinctly. Do not cover your mouth with your hand, swallow your words, nibble or chew. Your evidence must be taken down in writing by the Magistrate and the other persons concerned in the proceedings must be able to hear you distinctly. Whenever an interpreter is used, wait until he has interpreted the question and the question has been taken down by the Magistrate before answering.

Always be serious. Always remember that you are a security officer. A criminal trial is a serious matter and should never be conducted in a flippant manner. The guilt or innocence of an accused must be decided upon and it may even result in a death penalty.

Never argue with the presiding officer, the accused, the advocate or lawyer for the defence or the public prosecutor, whatever the provocation may be. These officers have the right to cross-examine you. Subject yourself to the rules of criminal procedures, and you will rise in the estimation of those who hear your evidence.

Give a direct answer whenever possible. Avoid answers like "I think so" or "I suppose so" etc. Never guess or exaggerate. Should you not be able to answer the question, say so. You will only make a fool of yourself by exaggerating. Never allow yourself to be forced to give a direct "Yes" or "No" answer when a qualifying answer would be necessary. You have the right to qualify your answer should this be necessary.

Whenever you estimate a time or distance, say so. If you have fixed the time and distance, explain when and how you did this. This method will avoid unnecessary questions and doubt.

Never ask assistance from the prosecutor on points on which you are giving evidence. This action will indicate that you have not prepared yourself properly.

6. **EMOTIONAL BEHAVIOUR**

Never hesitate to think. Consider the question carefully and do not answer with undue haste before the question has been completed. If you do not understand the question, ask for it to be repeated. Answer only the question asked and do not give any further information. This may result in the unnecessary exposure of information and adverse criticism by the presiding officer, however, be careful not to withhold necessary facts.

Remain calm under all circumstances. Never be sarcastic, rude, impudent, lose your temper, or take up a pugnacious attitude. Although many members think this is the ideal behaviour of a witness, it is not only reprehensible but also shows poor manners. Not only are you a poor witness but you also set a poor example to members of the public who are always watching you. Ignore attempts by the defence to make you angry and never be influenced by personal feelings. Give tactful and calm answers even if you are falsely blamed of having assaulted the accused.

Remember all the facts of which you are to give evidence; arrange them in chronological order and make sure that you give evidence of all the relevant facts, at your disposal. It should not be necessary to “pull” important evidence out of you, either by the prosecutor, the defence or the presiding officer. Give your evidence impartially whether in favour of the accused or not. By this behaviour you will rise in the estimation of the court and the public and your evidence will not be underestimated.

7. **BEHAVIOUR IN SITUATIONS WHICH MAY UPSET THE WITNESS**

Whenever your memory fails, or when you are about to lose your temper, ask permission to consider your answer. Create the impression that you are not prepared to hamper justice by giving a rash answer.

Legal practitioners use various techniques and sly methods to influence the witness with the intention of upsetting him. A witness who is prepared and knows how to act, need have no fear of cross-examination.

Undermentioned are a few hints as to how a witness can defend himself against a bombastic and aggressive legal practitioners, namely:

- Sometimes a legal practitioner will falsely allege that you assaulted the accused, or have a personal grudge against him or use illegal methods. This is only done to anger you. Ignore those allegations, remain calm and give a composed answer stating the facts. Once you lose your temper, you are not a good witness and the defence has an advantage over you.
- Some legal practitioners shout at a witness and try to upset him in this manner. It is the duty of the court to stop this, but if this is not done by the presiding officer, refuse to answer the question and request the court to order the defence not to shout at you. You are entitled to be addressed in the proper way and must also act in a similar manner.

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- Other legal practitioners try to “hypnotise” or “stare down” the witness. This is easily overcome by looking at and addressing the presiding official.
- Others again, try to force the witness to use a language to suit the defence. Always use the language of your choice and in which you can express yourself best.

8. **DUTIES OF WITNESSES**

- Arrive well prepared at court.
- Uphold the dignity of the court by your behaviour.
- Always tell the truth. By this is meant that you must tell everything you know openly, accurately and without doubt. Present evidence on only what you have seen or heard, in other words, only of what you have observed. Do not make any deductions, it is the duty of the court. Never give your opinion concerning facts. The presiding officer or the prosecutor will ask your opinion if it is necessary. Never exaggerate or add untruths to your statement with a view of obtaining a conviction. Cases are known where judges and magistrates have refused to accept the evidence of a security officer because it was not trustworthy. The prosecutor was thus compelled not to lead evidence of the security officer before such judge and magistrate again.
- In criminal cases, the onus to prove guilt lies with the State and it is not the accused to prove that he is not guilty. An honest and conscientious security officer will not blame anybody when an accused is found not guilty, but will rather feel proud that he is living in a democratic country where a guilty person is found not guilty rather than that an innocent person is convicted.
- The investigating officer must ensure that his witnesses are at court and may not leave the court without the permission of the presiding officer. Should it be impossible for the investigating officer to be at court, the prosecutor must be informed so that arrangements can be made for him to give his evidence at a later stage. To be absent from court without permission not only leaves the prosecution in the dark, but also obstructs the administration of justice and causes friction between departments.
- Do not lose your temper when the accused pleads not guilty. Guard against a personal quarrel between yourself, the accused and his counsel. It is the prerogative of the accused to plead not guilty. Do not give false evidence to obtain a conviction when the accused pleads not guilty. The result of trial should not affect your evidence in any manner.
- Some legal practitioners are very friendly with the witnesses before the trial. In most cases this is only a trick to obtain information concerning the case by asking casual questions. Others again, discuss cases openly with witnesses. Witnesses must refuse to discuss cases with legal

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representatives and inform them that they will have the opportunity to cross-examination during the trial.

- Other witnesses must also be prepared, mentally and otherwise. Arrange for a consultation with the prosecutor and give them the opportunity to read the statements before giving evidence.
- Remember above all, that the evidence of the security officer's witness may be the deciding factor, the way he gives his evidence, and his behaviour in the witness box is of utmost importance.

QUESTIONS AND ANSWERS

QUESTIONS:

1. List nine duties of witnesses.

ANSWERS:

1.
 - i. Arrive well prepared at court.
 - ii. Uphold the dignity of the court by your behaviour.
 - iii. Always tell the truth.
 - iv. An honest and conscientious security officer will not blame anybody when an accused is found not guilty.
 - v. The witness may not leave the court without the permission of the presiding officer.
 - vi. Do not lose your temper when the accused pleads not guilty.
 - vii. Witnesses must not discuss cases with legal representatives.
 - viii. Be well prepared, mentally or otherwise.
 - ix. The way a witness gives evidence and behaves is of the utmost importance.

MODULE 5: COURTS AND COURT PROCEDURES

INSTRUCTIONAL OBJECTIVES

ON COMPLETION OF THIS MODULE YOU MUST BE ABLE TO:

1. LIST THE STRUCTURE OF CRIMINAL COURTS.
2. KNOW HOW TO ADDRESS THE COURT OFFICIALS.
3. EXPLAIN THE LAY-OUT OF A COURT.

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1. INTRODUCTION

As it is expected that every security officer will attend court as a witness during same stage of his career, it is therefore important that all security officers must know how the criminal courts are structured, what their jurisdiction is and what the correct court procedure entails.

2. AIM

To inform security officers what to expect when they appear in court as a witness.

3. COURTS AND COURT PROCEDURE

- **STRUCTURE OF CRIMINAL COURTS**

South African courts are structured as follows:

Appellate Division
of the
Supreme Court

Supreme Court (also has Circuit Courts)

Regional Court (also has Periodical Courts)

Magistrates Court (also has Periodical Courts)

- **JURISDICTION**

The following are the maximum penalties which can be imposed by the presiding officers of the various courts:

Jurisdiction	Presiding	Penaltie(s) Limit
Supreme Court	Judge	Any period of imprisonment, penalty, including the death penalty, <u>unless</u> otherwise directed by provisions of the law.
Circuit Court	Judge	

- **MODES OF ADDRESS IN COURT**

- Judges – My Lord
- Magistrates – Your Worship
- Prosecutors, Advocates, Defence Lawyers – Sir

When giving evidence or answering any questions put, the witness must always speak to or through the presiding officer.

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- **COURT LAY-OUT**

This will change according to the construction of the building but security members must familiarise themselves with the positions of the following in the court:

- Presiding Officer
- Public Prosecutor and Investigating Officer
- Defence Council
- Witnesses for State and Defence
- Accused
- Interpreter
- Court Orderly
- Members of Press and Public

4. CONCLUSION

It creates a favourable impression if a security officer conducts himself in a manner that reflects his knowledge of court procedures.

QUESTIONS AND ANSWERS

QUESTIONS:

1. List the mode of address of court officials.

ANSWERS:

1.
 - i. Judges – My Lord
 - ii. Magistrates – Your Worship
 - iii. Prosecutors, Advocates, Defence Lawyers – Sir

MODULE 6: HUMAN BEHAVIOUR

INSTRUCTIONAL OBJECTIVES

ON COMPLETION OF THIS MODULE YOU MUST BE ABLE TO:

1. EXPLAIN THE IMPLICATION OF POSITIVE AND NEGATIVE REINFORCEMENT OF SUBORDINATE BEHAVIOUR.
2. LIST AND EXPLAIN THE GUIDELINES FOR UNDERSTANDING AND GETTING ALONG WITH EMPLOYEES.

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1. **INTRODUCTION**

Human beings as individuals are very complex. In the supervisor/s efforts to guide and direct others, he must first of all acquire an understanding of the nature of human behaviour and why people act as they do.

The first and foremost human problem for a supervisor is to recognise that he himself is a human being and that he must live with himself. He must seek to understand himself before he can try to understand others.

2. **AIM**

To enable the use of human effort and knowledge to attain good relations with people we are associated within our working environment.

3. **AN OVERVIEW**

As a supervisor, nothing is more important to you than the people with whom you work. Because a supervisor spends much of his working day interacting with people, it is important for him to understand their behaviour, how they think and feel about themselves and why they are as they are.

We may never know all about human relations, but we can probably improve our present knowledge so that their needs, desires and behaviour can be better identified and we can work, play and live together harmoniously and effectively.

4. **THE REWARDING OF BEHAVIOUR**

It is stated that behaviour that is seen to be rewarding will tend to be repeated, whereas behaviour which goes unrewarded or is punished will tend to be extinguished.

In the long run the desired behaviour such as high quality work performance, good attendance, loyalty or initiative can develop or enhance the choice of reward and the method the reward is to be administered.

Unrewarded behaviour tends to disappear as is shown in the example of the guard who showed his sergeant how to distinguish a scene of crime for clues and how to conduct a vehicle search to minimize the time delay and discomfort to the driver and other passengers. His sergeant/supervisor showed not the slightest interest in his suggestion. When the sergeant was interested in, was that a high level of production be maintained with a minimum of time delay. The guard soon got the message and did not repeat his initiative in providing suggestions.

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5. **GUIDES FOR UNDERSTANDING AND GETTING ALONG WITH AN EMPLOYEE**

- Be the best person you can possibly be:
 - Get to know yourself and your behaviour.
 - Human relations are reciprocal – what you get depends upon what you give.
 - You can improve relations with anyone if you want to.
- Seek power with-not-over an employee
 - Assist the employee to reach his full potential.
 - In the long run the power an employee gives a supervisor must be earned, it should never be taken for granted.

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QUESTIONS AND ANSWERS

QUESTIONS:

1. List the guidelines for understanding and getting along with employees (furnish an example of each).

ANSWERS:

1. Be the best person you can possibly be.
 - Get to know yourself and your behaviour.

Seek power with – not – over an employee.

- Assist the employee to reach his full potential.

Keep an open mind.

- Listen to an employee and encourage new ideas and contributions.

MODULE 7: MOTIVATION AND GAINING CO-OPERATION

INSTRUCTIONAL OBJECTIVES

ON COMPLETION OF THIS MODULE YOU MUST BE ABLE TO:

1. LIST AND EXPLAIN THE FACTORS THAT CONTRIBUTE TO “JOB SATISFACTION”.
2. LIST THE FACTORS WHICH CAUSE DISSATISFACTION AND UNHAPPINESS AMONGST WORKERS.
3. LIST AND EXPLAIN THE SIGNS OF WORKER OBJECTIONS.
4. LIST AND EXPLAIN THE STEPS TO FOLLOW WHEN OVERCOMING RESISTANCE.
5. LIST AND EXPLAIN THE FACTORS TO CONSIDER FOR GAINING CO-OPERATION FROM OTHER COLLEAGUES.

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1. **INTRODUCTION**

Man's actions are guided to his cognitions – by what he thinks, believes and anticipates. But when we ask why he acts at all, we are questioning motivation. The motivational answer is given in terms of active, driving forces represented by such words as “WANTING” and “FEARING”. The individual wants power and status and fears social rejection as well as threats to his self-esteem.

In addition to the above, wanting power, man commits his effort, time and energies to become a senior; wanting status, he tries to buy his way into the “proper” country club; fearing social rejection, he shies away from acquaintances and friends who would engage him in the support of an unpopular social cause; fearing threats to self-esteem, he avoids situations in which his intellectual competence might be challenged.

2. **AIM**

To be able to motivate and gain co-operation from employees or subordinates.

3. **DEFINITION OF MOTIVATION**

Motivation is the willingness of a person to spend effort in order to achieve a goal or rewards. “Motivation is affected by human needs”.

4. **DEFINITION OF MORALE**

Morale is the satisfaction a person gets from his work, his supervisor, his environment, etc.

5. **HUMAN NEEDS**

Human needs can be split into two main groups. These are innate or “inborn” needs such as food, water, a healthy environment, sex, etc and acquired needs which can be classified into either social or egoistic needs.

By studying the figure below the different types of human needs will be more explanatory.

6. **MOTIVATION VERSUS WORK SITUATION**

The question of what makes people motivated in the work situation, is quite apparent to what factors give a high level of job satisfaction and which, when satisfied, appeared to motivate and lead to improved job performance. For this purpose the question about what is “job satisfaction”, is to be answered by means of the following factors, also related to the egoistic needs of workers:

- Recognition – observation of both satisfactory and unsatisfactory performances.
- Motivation – gain encouragement.
- Precise job objectives – know what the job requires, its criteria.

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- Scope for advance – scope for progress.
- To be accepted – individuals like to be liked by others – team spirit.
- To have job security – stability and insurance.
- Initiative – be given the opportunity to make suggestions.

It is also found that the factors which caused dissatisfaction and unhappiness amongst the workers are found to be related to the conditions surrounding the job. They are also related to the hygiene factors:

- Company policy and administration
- Supervision
- Salary
- Interpersonal relationships
- Working conditions

The importance of the hygiene factors once they are met, i.e. if employees have good supervision, are adequately paid and are content with their working conditions etc., this will only mean that they are not dissatisfied. It does not mean that they are satisfied and will perform better in their work. For this to happen, the motivation factors must be met.

7. **IDENTIFYING SIGNS OF WORKER OBJECTIONS**

For centuries army leaders have said that “moaning” is a sign of a healthy condition. The same is true of most industrial situations.

When workers are not afraid to speak up or to complain, a foreman can quickly spot objections that stand in the way of co-operation. He can then take action to remove the objections.

So if the supervisor’s subordinates grouse he must be wide awake. These are the doors he will have to open if he is to get inside his men.

A sign of objection that is much more difficult to read is silence. When the morale is bad in a section the workers are likely to “clam-up”.

Hidden objections are still harder to observe. A worker, for instance, may not say “no” to the supervisor’s face, but he may find excuses not to do what he has been asked.

Signs of hidden resistance show up in answers like this:

- “I am not interested”
- “I am satisfied where I am”
- “I’ll think it over”
- “I will let you know”

These are just excuses to put the supervisor off when making an issue that will bring the workers resistance into the open.

8. **OVERCOMING RESISTANCE TO CHANGE**

In any progressive organisation changes can be expected to take place fairly regularly. These changes often cause dissatisfaction among employees to a point where they tend to resist these changes. This resistance is usually caused because they do not know or understand the reason for the change or how it will affect them.

People are afraid of any changes which will affect them in their work situation. They usually work to a set routine and tend to reject any changes which they may see as a threat to this routine or their job.

The supervisor must discuss these changes with his men as soon as possible after he has been notified of the changes before they hear about the change from less reliable sources such as the “grapevine”. Reason for the change, as well as how it will affect them must be discussed if you want them to accept the changes and gain their support to make the change work.

In order to help you in overcoming resistance to change, just follow the following steps:

- Give background information and describe why changes are necessary.
- Explain how the change will affect the employees.
- Ask the employee for questions about the change.
- Listen and respond openly to the employee’s questions and comments.
- Ask the employee for his help in making the change work.

9. **GETTING CO-OPERATION FROM OTHER COLLEAGUES**

The supervisor’s secret of getting on with his colleagues is very much the same as winning co-operation from his own workers, namely; find out what they want most from their work, then try to satisfy these desires. However, with his colleagues it is not so much a problem of providing satisfaction as it is of no “Blocking” in any manner their own aims and ambitions.

The supervisor must accept that to a large degree, he and his colleagues are competing for:

- Promotion
- Praise
- Popularity
- Production and efficiency
- And many other things

If a supervisor competes too hard, or UNFAIRLY (especially “running down colleagues behind their backs when they cannot defend themselves”) he won’t win much co-operation from his colleagues.

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A supervisor's chances of getting ahead often depends on his ability to run his section or department in smooth harmony with those sections or departments that interlock with his.

To win friends among his colleagues means intelligent sacrifice in many areas. At times a supervisor may have to inconvenience himself and his section, to assist another supervisor to lift his section up or to catch up with other sections.

Above all a supervisor must let his colleagues run their own shows. He must not interfere or give instruction to another supervisor's workers or "STIR THE POT" between his own workmen and those of his colleagues.

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QUESTIONS AND ANSWERS

QUESTIONS:

1. List and explain the seven factors that contribute towards job satisfaction.

ANSWERS:

1.
 - i. Recognition – observation of both satisfactory and unsatisfactory performance.
 - ii. Motivation – gain encouragement.
 - iii. Precise job objectives – know what the job requires.
 - iv. Scope for advancement.
 - v. To be accepted, team spirit.
 - vi. To have job security.
 - vii. Initiative – be given the opportunity to make suggestions.

MODULE 8: REPORT WRITING

INSTRUCTIONAL OBJECTIVES

ON COMPLETION OF THIS MODULE YOU MUST BE ABLE TO:

1. THE REQUIREMENTS FOR GOOD REPORTING.
2. THE VARIOUS COMPONENTS OF A REPORT.
3. THE FORM OF THE REPORT IN ACCORDANCE WITH THE PRESCRIPTIONS CONTAINED IN THIS LECTURE.

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1. **INTRODUCTION**

Reporting is a manner in which one person communicates with another. This may either be in writing or verbally. Each method has its advantages and disadvantages.

The written word has the advantage that it can be consulted at a later stage to verify the facts. A disadvantage, however, is that nobody can make use of gestures, tone of voice, etc in the written word, when expressing what they mean.

Care must be taken that the written word (report) conveys to the reader exactly what the writer intends to convey.

2. **AIM**

The aim of this lecture is to emphasise the basic principles of reporting, which remain the same irrespective of the form of the report.

3. **FORMS OF REPORTING**

The reason for the report, as well as the objectives of the writer, will determine the form of the report. A report can adopt any one of the following forms:

- Covering letters which normally accompany other documents.
- Letters between various offices on subjects of mutual interest.
- Circular letters from one office to another, normally to subordinate offices regarding matters of general importance.
- Requests for one or other privilege, permission, equipment or any other matter directed to higher, parallel or other authority.
- Reports by a lower authority regarding a matter or incident.

4. **DEFINITION**

A report, in whatever form, can be defined as follows:

A report is a written, systematic account of the actions, observations and findings of the reporter on which he has based his deduction and opinions.

5. **PURPOSE**

The purpose of a report is:

- To convey information to another, and/or
- To create a permanent record of the occurrence.

6. **REQUIREMENTS FOR GOOD REPORTING**

A report must meet certain requirements before it can be classified as a good report. It must be kept in mind that the writer and the reader are separated. The reader cannot question the writer in order to clarify obscurities. It is a waste

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of time requesting further information by letter. What is more, a poor report causes frustration, both to the reader and writer. The reader is ill-informed and the writer has not achieved his aims.

The following are the general requirements for a good report:

- **ACCURACY**

To be accurate means to be exact and precise. In a report accuracy means that the report is an exact, precise and reliable rendering of the occurrence, condition or situation. All the knowledge the reporter possesses of the subject must be included, without wittingly or unwittingly, omitting relevant or adding irrelevant particulars.

To ensure accuracy, one must distinguish between each of the following types of information:

- Facts and hearsay
- Facts and deductions
- Facts and opinions and
- The meaning of words

Having distinguished between the mentioned types of information does not mean that one or more must be omitted. On the contrary, the reporter must submit ALL the information. Should certain information on a report be hearsay, opinions or deductions, the reporter should clearly state this fact for the reader's information.

- **Facts**

A fact is something which actually exists and cannot be changed. For a reporter to state the facts concerning any occurrence, condition or situation he must have observed these facts himself by means of one of his five sense organs. The reporter may, however, possess other factual information which was not perceived by himself. Such information must also be included in the report, but in such a way that the reader will know that it is not a fact which has been observed by the reporter himself.

- **Hearsay**

For the purpose of reporting, hearsay is all other information, being fact or fiction, which the reporter did not observe himself. Such information must not be withheld. The reader must, however, know that it is hearsay and that the reporter cannot vouch for the truth or correctness thereof.

- **Deductions**

A deduction is the conclusion drawn by a person by means of his reasoning. It must be grounded on facts and must be logical. Different persons often make different deductions from the same facts. Enough facts must be submitted to enable the reader to make his own deductions. This must be included in the commentary section of the report and be indicated as such, so that the reader does not confuse the deductions with the facts.

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➤ Opinions

An opinion is a point of view or conviction which a person forms regarding an incident. To carry any weight, an opinion should be based on facts, although this is not essential. The opinion of a reporter is of value to the reader provided the reader is in possession of all the facts. He will then form his own opinion which will often coincide with that of the reporter. The reporter must, however, clearly indicate that it is his opinion in order not to mislead his reader. Opinions are, therefore, usually raised in the commentary part of the report.

➤ The meaning of words

In the first place the reporter should know the meaning of words before he uses them. Secondly, it must be kept in mind that one word often has more than one meaning. The context in which a word is used will determine the significance of the word to the reader. By using a word in the right context the reporter can ensure that he conveys exactly what he intends to convey to the reader. As an example, we take the case of a person that does not work. We can call him unemployed or a loafer. If he is unemployed, we do not think ill of him, since it is possible that he does not have work due to circumstances. If however, we call him a loafer, immediately there is an unpleasant connotation. To most people it indicates that this person does not WANT to work although he can find employment. The word “unemployed” causes sympathy whilst “loafer” causes antagonism. Whichever word is to be used will depend on what the reporter wants to convey to his reader.

The reporter must guard against using a word with an ambiguous meaning or making ambiguous statements. Can the reader be blamed if he interprets it incorrectly?

• COMPLETENESS

“Complete” means that nothing is missing. In reporting it means that the reporter has included in the report all the relevant knowledge he possesses of the incident. The best approach is to accept that the reader knows nothing about the subject. Never expect the reader to “read between the lines”. Most readers interpret the written word literally. Guard against the danger of letting a reader read between the lines and so drawing his own conclusions.

To ensure, from the beginning, that the report is complete, the reporter should test every aspect or incident to be mentioned, with the following questions:

➤ Who?

Has the person concerned been properly identified? Will the reader, or anybody else be able to trace the same person by using only the written information?

➤ What?

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Has the action, default incident and the relevant circumstances been clearly set out? Will the reader be able to establish exactly what has happened?

➤ Where?

The place is always important in reporting. Where did the occurrence take place? Where is the accused or suspect?

Where can the witness(es) be found? Where are the exhibits?

➤ When?

The time of the occurrence is always important. What was the date and time? Was it day or night? When did the member resume duty? When will the witness be available?

➤ Why?

One always probes for a reason. What was the motive for the deed? Why did it happen? Why was something done or not done? Care must be taken to avoid mere speculation. The facts of the incident are of supreme importance, and the answers to all the “why’s” will possibly be only opinions and deductions.

➤ How?

The method or manner in which the incident took place must be set out. How was entry gained? How was the door opened? How was the escape accomplished?

The answer to all these questions fully constitute the essential knowledge on any possible subject.

- **CONCISENESS**

The word “concise” means brief, yet comprehensible, and to the point. In a report “concise”, therefore, means that everything that has to be said, is said in as few words as possible without omitting essential or relevant particulars.

- **OBJECTIVITY**

To be objective means one must not be influenced by one’s own emotions or prejudices. Personal feelings and prejudices of the reporter must not be reflected in the report.

The reader can easily be misled by the contents of a report if the reporter’s reasoning was dominated by his emotions whilst writing the report.

- **COMPREHENSIBILITY**

If a report can be read and understood easily by reading it once only, and if the reader can find a specific portion in which he is particularly interested without difficulty, the report will be comprehensive. From the reporter this requires:

➤ Good language usage

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- Proper construction of sentences
- Division into paragraphs and sub-paragraphs, and the use of headings and sub-headings where lengthy reports are concerned

The use of correct punctuation marks plays an important part in avoiding ambiguity. A comma in a wrong place can change the entire context. A missing punctuation mark complicates comprehension. Avoid using long sentences as this makes the report difficult to understand, compels one to read the passage more than once and also causes punctuation errors.

- **HONESTY**

To be honest in reporting means to convey the truth without distorting the facts. It has already been said that the reporter must submit ALL the information and knowledge concerning the subject matter to the reader. This also means that unfavourable information, either to the reader, the writer or any anybody else, may not be withheld. Withholding such information could cause an incorrect decision being made.

7. **THE HEADING**

The heading begins on the left hand side of the page after two lines have been skipped below the address of the addressee. It is written in capital letters, is not underlines, and does not end with a full stop.

The heading is a concise summary of the contents of the report. It must contain sufficient information so that no doubt will exist as to the nature of the contents, the subject can easily be identified, it will not be confused with other correspondence, however closely related.

The following requirements are applicable:

- The date and place of the occurrence must be mentioned, if applicable.
- The time of the incident, or the period in which the incident took place, must be stated, if applicable.
- If any person is involved, he or she must be identified.

8. **THE BODY**

One line must be left open below the heading before commencing with the first paragraph.

Paragraphs must be in block form and each paragraph must be numbered in Arabic numerals and a unit, starting with "1". The number must be continuous up to the end of the report. If chapters are used and chapter I ends with paragraph 12, chapter II will start with paragraph 13.

When it is necessary to subdivide the paragraphs, the following method must be used:

1.

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2.

In memoranda, in which different aspects of a matter are dealt with, the division of these aspects into chapters for the use of concise sub-headings is necessary and it is indicated by means of capital Roman numerals, viz Chapter I, II and III.

The contents of a report must be concise and written in the first person, A simple, straight forward and direct style is to be cultivated.

Although exceptions may sometimes be necessary, only one subject is to be dealt with in a particular report.

Reports can sometimes be lengthy. In such instances it is necessary to make use of headings and sub-headings. It is also necessary to give a brief summary of the contents at the beginning of the report, to clearly outline the nature of the contents to the reader. These particulars should, preferably, be given in the first paragraph.

Facts should be recorded in a chronological order, since it is most confusing when the time order of events is mixed up, impairing the requirements of comprehensiveness.

Annexures and appendixes which are attached to reports, must be numbered. Annexures are numbered with capital letters of the alphabet and appendixes with Arabic numbers, i.e. Annexure "A", "B" and Appendix 1 and 2. The difference between an annexure and an appendix is that an annexure is a document without which the report would be incomplete, for example annexures to an indictment. An appendix is an explanatory document with which the original writing would, in any case, be complete, viz a map of the surroundings.

- COMMENT

Commentary is sometimes superfluous but often necessary. After reading the contents of the report, the reader may raise the following questions:

- How authentic and reliable is the informer as far as hearsay facts are concerned?
- What is the background of the person involved?
- Is there any connection between the present case and a previous incident?
- Can anyone else cast any light on the subject?

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- Is there any other information which could not be included in the report, but could help to clarify the situation?

The reporter was on the scene and investigated the matter. It is just logical that he will possess information that may be relevant but cannot be stated as a fact. It is only fair to supply the reader with all the information, since he often has to make a decision which might have far-reaching consequences to himself or someone else. This additional information may be conveyed under the heading "COMMENT".

It is necessary that the heading "COMMENT" be used. To the reader it is immediately clear that the reporter has given all the factual evidence he possesses.

This part of the report is also the most suitable place for the writer to give his opinion or to draw attention to his own deductions.

At the same time, the reporter can mention the steps he has taken pending instructions from his superior.

The "COMMENT" part forms one paragraph only, with different subparagraphs if necessary.

- **RECOMMENDATIONS**

The purpose of a recommendation is to convince the reader to take a decision which the reporter deems the most suitable under the prevailing circumstances.

In almost every report it is necessary for the reporter to make a recommendation, even if it was not requested for by the authority ordering the report to be submitted.

When a recommendation is made, care must be taken not to use words which could be interpreted as an order or instruction.

It is useless to submit an unmotivated recommendation. Such a recommendation is meaningless and carries no weight. Should the writer recommend a specific action without indicating why he has considered it as the most suitable solution, he has missed his goal.

9. **THE CONCLUSION**

The report is concluded with the signature of the writer on the left-hand side of the page.

Due to signatures often being illegible, the initials and surname of the signatory must be typed.

Should the writer fill a designated post, it must be indicated in capital letters below his initials and surname.

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10. **CLOSING REMARKS**

The contents of the report must be complete, comprehensive and brief, without discourteousness. High-flowing terms, sarcasm, etc should be avoided at all times without being excessively humble, servile or insipid.

QUESTIONS AND ANSWERS

QUESTIONS:

1. List the requirements for good report writing.

ANSWERS:

1. Accuracy
 - Facts
 - Hearsay
 - Deductions
 - Opinions
 - Meaning of words
2. Completeness
 - Who, what, where, when, how
3. Conciseness
4. Objectivity
4. Comprehensibility
5. Honesty

MODULE 9: SECURITY REGISTERS

INSTRUCTIONAL OBJECTIVES

ON COMPLETION OF THIS MODULE YOU MUST BE ABLE TO:

1. LIST THE SECURITY REGISTERS NEEDED IN THE EXECUTION OF A SECURITY SERVICE.
2. KNOW HOW TO COMPLETE SECURITY REGISTERS.

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1. **INTRODUCTION**

In order to exercise the duties of a security officer, certain administrative functions must be performed. It is therefore necessary that certain registers be maintained for effective control.

2. **AIM**

The aim of this lecture is to ensure that all security officers understand the importance of control registers and that they are able to complete the registers.

3. **SECURITY REGISTERS**

- | | |
|--|--------------|
| • Occurrence Book | Annexure "A" |
| • Found Property and Exhibits Register | Annexure "B" |
| • Vehicle Log Book | Annexure "C" |
| • Case Register | Annexure "D" |
| • Visitors Register | Annexure "E" |
| • Firearm Control Register | Annexure "F" |
| • Ammunition Control Register | Annexure "G" |
| • Instruction/Information Register | Annexure "H" |
| • Key Control Register | Annexure "I" |

4. **RULES REGARDING SECURITY REGISTERS**

- Each page of every register must be numerically numbered.
- No pages may be removed from any register.
- All entries to be made with a ballpoint pen.
- All entries must be legible.
- No entry in any register must be erased or altered in any way.
- No additions must be written between the lines.
- If any incorrect entry is made, it must be cancelled by drawing a line through it and the correct entry recorded.
- All registers must be kept in a clean and neat condition.
- Entries to be made in one of the official languages.
- When a register is full it must be handed to the security supervisor who will issue a new one.

5. **CONCLUSION**

If these registers are correctly kept the security personnel will be in possession of the complete security history of a site and answers to any questions can be supplied and proved at any time, from the records and registers.

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QUESTIONS AND ANSWERS

QUESTIONS:

1. List the security registers needed in the execution of a security service.

ANSWERS:

Occurrence Book
Found Property and Exhibits Register
Vehicle Log Book
Case Register
Firearm Control Register
Ammunition Control Register
Instruction/Information Register
Key Control Register

MODULE 10: INTERACTION – THE KEY TO SUCCESS

INSTRUCTIONAL OBJECTIVES

ON COMPLETION OF THIS MODULE YOU MUST BE ABLE TO:

1. EXPLAIN THE FORMULA FOR ACHIEVING ULTIMATE SUCCESS.
2. UNDERSTAND THE IMPORTANCE OF INTERACTION IN THE WORK PLACE.
3. PROVE COMPETENCE IN THE APPLICATION OF THE ESSENTIAL ELEMENTS AND INTERACTION PROCESS STEPS.
4. UNDERSTAND THE SEQUENCE OF THE INTERACTION PROGRAMME AS WELL AS THE MODULE PROCEDURES.

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1. **INTRODUCTORY OVERVIEW**

A significant amount of time is spent on communication and interaction with others during one's daily work routine. This communication is important to ensure a continuous and efficient workflow. Communication on three levels, i.e. upward, downward and horizontal occurs on a daily basis. This communication in the work place is commonly known as interaction.

2. **ACHIEVING ULTIMATE SUCCESS**

Ultimate success is not only dependent on functional skills, but rather on a combination of functional, interaction and implementation skills.

- **FUNCTIONAL SKILLS**
The knowledge and ability needed to perform a task or function successfully.
- **INTERACTION SKILLS**
No one works in isolation and successful interaction is a prerequisite for the attainment of ultimate success in the work situation. Interaction skills are the skills required to communicate and work effectively with others.
- **IMPLEMENTATION SKILLS**
The ability to identify opportunities and then to apply interaction skills in the work situation.

Ultimate success is thus measured as the result of the integrated application of functional, interaction, and implementation skills and can be illustrated as follows:

$$\boxed{\text{Functional Skills}} \times \boxed{\text{Interaction Skills}} \times \boxed{\text{Implementation Skills}} = \text{Ultimate Success}$$

From the above illustration it is evident that an improvement or decline in the skill level in any one area will significantly affect the end result.

3. **ESSENTIAL ELEMENTS (EE'S)**

There are three elements that are essential for successful interaction. The application of these elements will form the foundation for any interaction process that takes place. They are:

- Maintain or enhance self-esteem
- Listen and respond with empathy
- Ask for help in solving problems
- **MAINTAIN OR ENHANCE SELF-ESTEEM**
Approaching a person in such a manner that he does not feel offended or humiliated. This may be achieved by concentrating on the problem or situation rather than the individual.

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- **LISTEN AND RESPOND WITH EMPATHY**
By listening and responding with empathy you show interest in, and understanding of the situation. Refrain from comments which may be insulting or demanding.
- **ASK FOR HELP IN SOLVING THE PROBLEM**
By asking for assistance you indicate that you have respect for and value the other person's opinion and knowledge. This will enhance spontaneous interaction and ensure commitment to solutions or actions decided upon.

4. **INTERACTION PROCESS**

A process implies a series of actions which are carried out in order to achieve a particular result. Effective interaction can be achieved by the use of the following series of actions:

- **CLARIFY THE WHAT AND WHY OF THE DISCUSSION**
It is important that both parties have complete clarity and understanding of the problem or situation under discussion. The relevance of the point of discussion to the work situation must be emphasised.

For example, if one of your colleagues neglects to enter visitors names into the visitors register during his shift, prior to your taking over from him, explain that this causes embarrassment to both you and the visitor when the visitor leaves the site and that it results in a breach of security measures.

NB: Remember to maintain or enhance the other person's self-esteem.

- **EXCHANGE INFORMATION AND DISCUSS DETAILS**
All parties to the interaction process must lay all known facts on the table. Probing and open-ended questions (who, when, where, why) will encourage open discussion and will ensure that all facts and details are obtained.

NB: Maintain and enhance self-esteem
Ask for help in solving the problem

- **DECIDE ON PLAN OF ACTION**
A definite plan of action must be agreed upon by both parties clearly defining the who, what, when, where and why of the agreed upon actions. Continued support and commitment is essential and this will be achieved by asking for the person's help in solving the problem.
- **CONFIRM FOLLOW-UP ACTIONS**
Conclude by summarising and verifying all decisions that were taken. Specify individual responsibilities and agree to follow-up meetings or actions. End on a positive note to maintain or enhance self-esteem.

5. **SUMMARY**

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The “Essential Elements” (EE’s) and the interaction process steps explained in this module will be used in all modules of the programme, explaining the application thereof in the following interaction situations:

- Interaction between individuals
- Dealing with conflict
- Interaction within groups
- Interaction with a supervisor

By using the EE’s and interaction process steps correctly, you will experience an improvement in the co-operation and attitude of all members in your work group a positive step towards ACHIEVING ULTIMATE SUCCESS.

MODULE 11: INTERACTION BETWEEN INDIVIDUALS

INSTRUCTIONAL OBJECTIVES

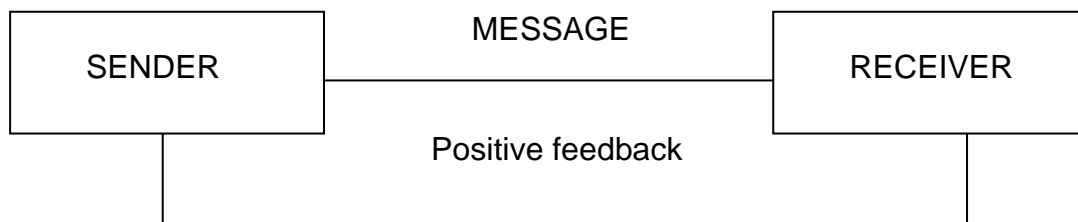
ON COMPLETION OF THIS MODULE YOU MUST BE ABLE TO:

1. DEFINE THE TERM "EFFECTIVE COMMUNICATION".
2. LIST BARRIERS TO EFFECTIVE COMMUNICATION.
3. LIST THE DO'S AND DON'TS FOR EFFECTIVE INTERACTION BETWEEN INDIVIDUALS.
4. PROVE COMPETENCE IN THE APPLICATION OF THE INTERACTION PROCESS AND ESSENTIAL ELEMENTS DURING INTERACTION BETWEEN INDIVIDUALS.

1. INTRODUCTION

Effective communication is the key to ensuring an individual's success in the work situation. No-one can be effective and maintain good relations with his peers, subordinates or seniors, unless he/she can communicate. Effective interaction and effective communication go hand in hand, as has been previously illustrated. Interaction skills are vitally important in achieving ultimate success. The absence of interaction between individuals, individuals and groups, or between groups, is often an indication of poor communication. Effective communication does not take place unless the receiver understands the information that is being transmitted. Only once the message that has been transmitted has been confirmed, (positive feedback) by the receiver, has effective communication taken place. Effective communication is thus concerned with the interaction of people, the transmitting of information, the conveying of ideas and concepts and the understanding of what is being transmitted.

- INTERACTION BETWEEN INDIVIDUALS



- EFFECTIVE COMMUNICATION

Effective communication does not just happen. It has to be cultivated and maintained by each and every individual in an organisation. In order to achieve effective communication one must be aware of certain barriers that must be overcome. Broadly speaking these barriers can be categorised into three specific areas:

- Environmental Stimuli: i.e. poor ergonomics, bad office planning, external influences
 - Verbal Barriers: i.e. poor communication skills (speak too fast, soft, mumble, etc), poor listening skills
 - People Barriers: i.e. personality clashes, power struggles, preconceived ideas
- It is vitally important that each individual is aware of the existence of these barriers and actively works at eliminating them from their daily communication process. Following is a list of useful points that facilitate effective communication:

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- Convey all facts in a clear, accurate and impartial manner.
- Listen attentively and with an open mind.
- Encourage questions for greater clarity.
- Include the six essential questions:
 - Who?
 - What?
 - When?
 - Where?
 - Why?
 - How?
- Check for understanding – if there is a problem try another approach when explaining.

2. **THE DO'S AND THE DON'TS**

INTERACTION BETWEEN INDIVIDUALS

DO

- Use Essential Elements and Interaction Process Steps.
- Use “two-way” communication.
- Focus on specific facts.
- Ask open-ended questions (who, what, when, where, why, etc).
- Check for understanding.
- Following through on actions agreed upon.

DON'T

- Don't generalise.
- Don't dominate the discussion.
- Don't use “one-way” communication.
- Don't be vague or rambling.
- Don't disregard the other person's ideas and viewpoints.
- Don't attack or blame the other person.

MODULE 12: INTERACTION – HANDLING CONFLICT

INSTRUCTIONAL OBJECTIVES

ON COMPLETION OF THIS MODULE YOU MUST BE ABLE TO:

1. LIST 5 COMMON CAUSES OF CONFLICT IN THE WORKPLACE.
2. LIST 3 TACTICS WHICH COULD BE USED TO RESOLVE CONFLICT SITUATIONS.
3. LIST 4 OPTIONS WHICH COULD AGGRAVATE A CONFLICT SITUATION.
4. LIST 5 POSSIBLE CONSEQUENCES OF CONFLICT IN THE WORKPLACE.
5. EFFECTIVELY APPLY ESSENTIAL ELEMENTS AND THE INTERACTION PROCESS IN A CONFLICT SITUATION.
6. LIST THE DO'S AND DON'TS DURING INTERACTION, WHEN HANDLING CONFLICT.

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1. INTRODUCTION

Each individual is raised differently and is taught various morals and values. Due to the diverse backgrounds of employees it is inevitable that interests, moral standards, approaches and personalities will differ. All the employees will not share common ideals or methods of skill application and it can therefore be expected that differences of opinion will occur. If not handled correctly trivial arguments could develop into serious conflict, which could prove difficult to resolve. It is important for persons involved in conflict handling to understand the word "perception". This is the interpretation of a situation, individual or theory. Situations can be interpreted differently by different people because they do not have the same meaning or value to all. People will therefore have different explanations for the same situation or event.

2. REASONS FOR CONFLICT

It is imperative for security officers to be educated in effective methods to approach and how to handle conflict, as conflict in the security environment could have disastrous consequences. The security officers should firstly understand the most common causes of conflict, some of which are:

- Jealousy
- Feeling threatened/insecurity
- Lack of trust
- Poor performance
- Selfishness
- Stubbornness

3. RESOLUTION OF CONFLICT SITUATIONS

In the work environment conflict would adversely affect successful co-operation and prevent efficient team work. This can obviously not be tolerated, as ultimate success can only be achieved by the combined efforts of all departments and individual employees. During a conflict situation parties involved might find it easier to resolve their differences by adopting the following tactics:

- Concentrate on the action or default.
- Don't blame the person for the action or default.
- Focus on the facts.
- Always apply the essential elements:
 - Maintain and enhance self-esteem.
 - Listen and respond with empathy.
 - Ask for help in solving the problem.
- Implement the interaction process.

A conflict situation can be aggravated if one or all of the parties involved adopts a negative or unproductive, unco-operative attitude. Any incorrect options could actually increase the level of conflict instead of resolving the situation. Examples of such options are:

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- Blame or accuse the other party.
- Refuse to listen or accept the other's point of view.
- Be sarcastic or insulting
- Refuse to accept responsibility.
- Make assumptions based on fictitious information.

4. **CONSEQUENCES OF CONFLICT**

Conflict in the workplace could have very dire or catastrophic results, not only for those directly involved, but for the organization as a whole including other employees. Persons involved in conflict situations don't always realise the possible results or consequences of their actions. Possible consequences include:

- Loss of production.
- Unpleasant work environment.
- Decline in performance.
- Tarnished company image.
- Legal prosecution.
- Future disciplinary difficulties.
- Damage to equipment/property.
- Non-compliance with channels of command.

5. **CONFLICT RESOLUTION – INCORRECT (SCENARIO)**

James and Paul are both security officers at a large transport concern. James has to relieve Paul and then commence his shift. During the handover procedure James realizes that the work station is extremely dirty and untidy. James decided to address Paul on the matter.

James: "Paul, come here for a minute."
Paul: "Yes, what is it?"
James: "This place looks like a pig sty."
Paul: "Really."
James: "Yes, you really are a filthy person."
Paul: "I wouldn't talk if I were you. Last week you didn't even wash your hair, and you have the cheek to say that I am filthy."
James: "Don't bring back the past. You obviously live like this at home as well."
Paul: "Well, it's not my office, Jack should be called because it's his mess."
James: "I am not interested in Jack. I am going to report you to the security manager."

6. **THE DO'S AND THE DON'TS**

INTERACTION – HANDLING CONFLICT

DO

- Use Essential Elements and Interaction Process Steps.
- Keep an open mind and be flexible.
- Explore all alternatives for resolving conflict.
- Try to understand the other person's point of view or feelings.
- Get specific details.
- Work for a WIN-WIN solution.

DON'T

- Don't prejudge people.
- Don't "lock in" on premature conclusions.
- Don't focus on attitude, personality or motives.
- Don't ignore other's point of view or feelings.
- Don't look only at symptoms.
- Don't be defensive.

MODULE 13: INTERACTION WITHIN A GROUP

INSTRUCTIONAL OBJECTIVES

ON COMPLETION OF THIS MODULE YOU MUST BE ABLE TO:

1. IDENTIFY THE CAUSES OF GOOD AND POOR MEETINGS.
2. REALISE AND APPRECIATE THE IMPORTANCE OF CO-OPERATION BETWEEN INDIVIDUALS IN A GROUP.
3. PROMOTE CO-OPERATION AND PARTICIPATE AS AN EFFECTIVE TEAM MEMBER.
4. APPLY THE ESSENTIAL ELEMENTS AND INTERACTION PROCESS IN GROUP INTERACTIONS.
5. LIST THE DO'S AND DON'TS FOR EFFECTIVE GROUP INTERACTIONS.

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1. OVERVIEW

In today's working environment most employees have the opportunity to attend meetings and/or to take part in group projects. Knowing when and how to use interaction skills will assist the employee in becoming an effective member of a group. This module has been designed to assist the individual in developing group interaction skills and in so doing enhance the productivity of each member of a team.

- **THE IMPORTANCE OF GROUP INTERACTIONS**

Co-operation is of utmost importance in any organisation. All members of a group have a mutual interest to get the job done. A group is formed when 3 or more people work together to achieve a common goal. It is a fact that, by working together, members of a well organised group accomplish a lot more than individuals working alone.

Individuals in the working environment meet for any number of reasons, i.e. planning special projects, developing new procedures etc. Most group interactions take place during these meetings and if the meeting is to be successful, positive group interaction has to take place. If there is a lack of co-operation between individuals of a group the chances for success are slim.

- **SUCCESSFUL MEETINGS**

Information must be shared openly. To solve problems the group's collective experience and knowledge can be used as a valuable source of reference. When the goals of a group are achieved, all members of the group share the feeling of accomplishment.

- **UNSUCCESSFUL MEETINGS**

This is a real time waster. The reasons for a meeting failing to achieve the set objective are: poor interaction skills, incorrect interpretation of what was said, the ignoring of individuals' contributions, distracting arguments, prejudiced ideas. The unsuccessful meeting not only fails to achieve the set objective, but is also counter-productive and demoralising.

2. IMPLEMENTING "ESSENTIAL ELEMENTS" INTO INTERACTIONS WITHIN A GROUP

As in the case of in the previous modules, interaction within a group, in order to be successful, must be based on the three Essential Elements:

Essential Element 1	-	Maintain and/or enhance self-esteem
Essential Element 2	-	Listen and respond with empathy
Essential Element 3	-	Ask for help in solving the problem

- **MAINTAIN OR ENHANCE SELF-ESTEEM**

It is extremely important to maintain the self-esteem of a group member or the group as a whole. Criticism must always be constructive.

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- **LISTEN AND RESPOND WITH EMPATHY**

Always listen to what each member has to say. Never interrupt or stop a person with your own idea. Get all relevant information before assumptions are made. To ensure success, it is essential to consider all ideas before a decision is taken. This will ensure that all participants stay positive in their thinking and their contribution to the group.

- **ASK FOR HELP IN SOLVING THE PROBLEM**

Be specific when tackling a problem. Ensure understanding by explaining specific facts. Ask all present for contributions to solve the problem. Make full use of all the skills available to the group. Ensure that each group member is asked specifically for his/her contributions. Encourage the group to come up with more ideas and suggestions.

3. THE DO'S AND THE DON'TS

INTERACTION WITHIN A GROUP

DO

- Use the Essential Elements and Interaction Process Steps.
- Ask for information and ideas.
- Give ideas and information.
- Build on other's suggestions.
- Check for understanding and summarise.
- Make procedural suggestions.

DON'T

- Don't dominate the discussion.
- Don't withdraw from the discussion.
- Don't get off track.
- Don't ignore other's feelings or points of view.
- Don't interrupt.
- Don't arrive late.

MODULE 13: INTERACTION WITH YOUR SUPERIOR

INSTRUCTIONAL OBJECTIVES

ON COMPLETION OF THIS MODULE YOU MUST BE ABLE TO:

1. PROVE COMPETENCE IN THE APPLICATION OF THE INTERACTION PROCESS AND ESSENTIAL ELEMENTS DURING INTERACTIONS WITH A SUPERIOR.

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1. **INTRODUCTION**

The ability to be able to interact favourably with personnel higher up in the chain of command, most importantly your immediate superior, is vitally important to you making a positive contribution at the work place and achieving ultimate success. Your superior, by the very nature of his job function, has a decided influence on your overall work performance, including performance appraisals, bonuses, allocation of specific tasks, training, etc. Notwithstanding the fact that the superior has a marked influence on your overall work performance, you are ultimately in control of your own situation.

Although a superior is in charge of a group of subordinates and has to ensure that the ultimate objective of the group is achieved, it is your responsibility to assist him by making recommendations and suggestions that could make the attainment of the objective easier. To this end it is expected of you to maintain a high level of productivity, to keep abreast with changes in work processes and to keep your superior apprised of any changes or developments.

As can be seen, both superiors and subordinates have to rely on the others' co-operation and input in order to achieve the desired objective. It stands to reason that by working together and meeting the others' expectations, a situation develops where **both** parties benefit from the interaction that takes place and a **Mutual Support System** is created.

2. **DO'S AND THE DON'TS**

INTERACTION WITH YOUR SUPERIOR

DO

- Use Essential Elements and Interaction Process Steps.
- Have a clear objective.
- Be prepared.
- Present facts clearly and logically.
- Stick to the subject.
- Listen carefully to your superior's position.

DON'T

- Don't generalize.
- Don't be vague or rambling.
- Don't disregard your superiors.
- Don't ask closed-ended (yes or no) questions.
- Don't be demanding, unrealistic, or inflexible.
- Don't expect solution beyond your superior's control.

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QUESTIONS AND ANSWERS

QUESTIONS:

1. Explain the formula for achieving ultimate success.
2. List barriers to effective communication.
3. List the DO'S during interaction, when handling conflict.
4. List the DON'TS for effective group interaction.

ANSWERS:

1. Ultimate success is dependant upon:
 - Functional skills
 - Interaction skills
 - Implementation skills
2. Environmental stimuli (bad office planning, external influences)
Verbal barriers (poor communication)
People barriers (personality clashes)
3. Use Essential Elements and Interaction Process Steps.
Keep an open mind and be flexible.
Explore all alternatives for resolving conflict.
Try to understand the other person's point of view or feelings.
Get specific details.
Work for a win-win solution.
4. Don't dominate the discussion.
Don't withdraw from the discussion.
Don't get off track.
Don't ignore the other's feelings or points of view.
Don't interrupt.
Don't arrive late.