

The Development and Evaluation of an Emotion Competence Intervention in the South African Police Service

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ABSTRACT The South African Police Service (SAPS) is an organisation where employees are exposed to numerous stressful and traumatic episodes which affects the employee's emotion functioning. Although several pro-active psychological programs exist within the organisation, they do not effectively assist the employee with coping with stressors on an emotion level. The objective of this study was to develop and evaluate an emotion competence intervention for the SAPS. From the literature study, several emotion competencies were found that will illustrate emotion intelligent behaviour. The criteria, methodology and content to include in an emotion competence intervention for the SAPS was established and included in the development of the intervention. The intervention was evaluated by a panel of experts ($N=13$), suggesting only a few minor adaptations. These suggestions were incorporated in the final emotion competence intervention. Limitations included the small amount of experts that evaluated the intervention, as well as the absence of functional SAPS members as part of the panel of experts. Recommendations for future studies were made.

LINTRODUCTION

Policing can be viewed as one of the most hazardous occupations in the world compared to other careers (Mostert and Rothman 2006). This is also true for the South African Police Service (SAPS) where the police member is confronted with physically and emotionally challenging situations which include serious motor vehicle accidents, conflict with offenders and dealing with a difficult organisational climate (Ireland et al. 2007). The policing environment is known for being emotionally intense and it is also the duty of the police official to deal with emotions from

colleagues and the community affected by traumatic incidents whilst functioning within a stressful environment (see Chabalala 2004; Fontaine 2008). These stressors result in police officials suffering from anxiety, mood disorders and general physical and psychological ill health (Consedine and Magai 2002; Gray and Heatherington 2003).

Pienaar and Rothmann (2005) indicated that the high suicide rate in the SAPS and the figures on ill-health retirement show the damaging effects the policing environment has on the police official. It is clear from the 2008 Polmed report on police employee illnesses that a high rate of Post Traumatic Stress Disorder and the co-morbid disorder of Depression is a result of the police official's task (Friedman 2009) and should be a concern within the organisation. Furthermore, as a direct result of the stressors of the policing environment, employee turnover, absenteeism, sick leave due to stress and ill-health retirement applications are high (SAPS 2008). This highlights

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the importance of police officials being able to understand their emotions, as well as being able to regulate them appropriately in order for them to cope with their unique circumstances.

Izard et al. (2008) summarize research findings regarding both emotion knowledge and emotion regulation as components of emotion competence, indicating emotion competence could promote an increase in self-regulated, expressive and overt behaviour and a decrease in maladaptive behaviour. The current pro-active interventions provided in the SAPS do not seem to address the police officials¹ emotional competence effectively, even though coping with emotional experiences is a very important aspect for the SAPS official since it determines how well or capably they function. Izard et al. (2008) found that intervention-induced increases in emotion knowledge and emotion regulation presented a gain in emotion competence that led to a decrease in maladaptive behaviour. Therefore, developing an emotion competence intervention for the SAPS could similarly help police officials to attain higher levels of emotion competence.

According to Izard (2002), many pro-active programmes of psychological wellness do not focus on emotions and the patterns thereof when attempting to address an individual's competence to function socially. However, pro-active programmes may be the vehicle by which individuals would understand emotion within the framework of theory, competence, perspectives and skills. Attempting to change behaviour problems and psychopathology without sound emotion and cognition concepts and theory is a futile exercise.

Limited research exists regarding the development of an emotion competence intervention for employees in organisations, specifically for the policing environment. Even though there is currently numerous well-developed emotional intelligence interventions (Jonker 2009), these emotional intelligence interventions are viewed as the progression of emotion competence interventions, and not emotion competence interventions in itself. The objective of this study was, therefore, to develop and evaluate an emotion competence intervention for the SAPS.

Emotion Experiences in the SAPS

According to Ireland et al. (2007), policing worldwide is viewed as one of the most stressful careers, and police officials tend to experience a

range of emotional and physical demanding conditions. In the African context developing countries are challenged to move from authoritarian to democratic policing approaches, facing not only challenges in resources but also social and political challenges (Davis et al. 2003). In such stressful and demanding environments, police officials are confronted with many stressful situations resulting in psychological and physical illness (Mostert and Rothmann 2006) at an international, continental and South African level.

Literature indicates that SAPS employees face a dangerous and demanding job, with police officials exposed to traumatic scenes such as shooting incidents, suicides, serious motor vehicle accidents, gruesome and violent crime scenes and incidents of violence against children, women and the aged (Rothmann 2006; SAPS 2008). The police official is also confronted with the emotional experience of victims of crime including the venting of frustration of the community concerning escalating crime (Friedman 2009). In addition, police members are also exposed to several organisational stressors such as structural changes and a lack of promotion opportunities (Young 2004). This results in the police official suffering from post-traumatic stress disorder and co-morbid disorders such as depression (Friedman 2009). Depression can be viewed as a mood disorder, which was found to be directly related to emotions and stands central to many health matters (Consedine and Magai 2002). Exposure to taxing emotional experiences therefore influences the police official negatively.

Negative emotions and the suppression thereof influences an individual's empathy and socially acceptable behaviour, as well as negatively impact the health of the individual (Izard 2002; Schmeichel et al. 2008). Negative emotions such as anger, anxiety and depression form fundamental points of physiological theories of well-being (Ulrich and Lutgendorf 2002). Research showed that emotions are an important contributing factor in the cause and development of a number of disorders, both in direct and indirect manners (Gray and Heatherington 2003). Consedine and Magai (2002) found that negative emotion and the inhibition of emotion expression represent central features of psychological operatives in that it could cause and aggravate disorders. One of the most important factors in emotion expression and regulation to psychological health is that most of the Diagnostic

Statistical Manual IV Axis I and Axis II (personality) is indicative of a dysfunction in emotion (Gray and Heatherington 2003). Furthermore, Nightingale and Williams (2000) found a positive correlation between the repression and deregulation of emotion and physical ill health. Withholding emotions will have negative effects on psychological wellness and decrease cognitive ability in the process of comprehending and utilising emotion goals; this can also be viewed as a constant stressor that weakens physiological and psychological health (Ullrich and Lutgendorf 2002; Kashdan et al. 2007).

Studying emotion in the context of the police environment is, therefore, essential in order to provide the SAPS with an emotion competence intervention. This will assist the police official in understanding his and others' emotion better in the demanding task at hand. In order to develop a comprehensive framework for emotion competence intervention it is essential to study emotion literature in order to determine the essence of emotion and different approaches to understanding emotion.

Emotions

Emotion literature does not indicate a central theory of emotion, since researchers do not agree on certain critical points. Different theories and approaches exist concerning emotion, of which the two basic approaches to researching emotions, namely the Basic Emotion Approach and the Emotion Componential Theory, are subsequently discussed.

The Basic Emotion Approach

According to Ekman (1992), the basic emotion approach presumes that emotions are designed to deal with inter-organismic encounters, between people or between people and other animals; that emotions can and do occur when we are not in the presence of others; and that we can have emotional reactions to thunder, music, loss of physical support, auto-erotic activity, etc. Ekman (1992b) also states that the primary function of emotion is to mobilize the organism to deal quickly with important interpersonal encounters, prepared to do so by what types of activity have been adapted in the past. Hence, the basic emotion approach

suggests two key perspectives, namely, the basic emotions perspective and the role of evolution in emotion (Ekman 1992a).

The basic emotions perspective is in contrast to those who treat emotions as fundamentally the same, differing only in terms of intensity or pleasantness (Ekman 1992b). The basic emotions framework allows us to distinguish emotions from other affective phenomena in terms of characteristics such as distinctive universal signals, distinctive physiology, automatic appraisal, distinctive universals in antecedent events, etc. (Ekman 1992b, 1994).

The second perspective focuses on the evolving quality of emotions due to the changing nature of emotions in order to deal with fundamental life tasks. Emotions occur in changing situations such as conflict, falling in love, losses, achievements, etc. (see Johnson-Laird and Oatley 1989). Ekman (1992b) states that people's historical way of organising and dealing with these fundamental life tasks will at least initially influence how they appraise and respond to a current event which marks the emotions; which could be either voluntary or involuntarily.

In addition to these perspectives, the Basic Emotions Approach perceive each of the different emotions, not as independent states, but as sharing common characteristics with other emotions and should, therefore, be clustered together as related states or families. These shared characteristics within a family differ between emotion families, distinguishing one family from another (Ekman 1992a). Each of these emotion families comprise of themes or characteristics that are unique to an emotion family, and variations on these themes due to individual biological differences, different learning experiences, and differences regarding the setting in which the emotions took place; supporting the evolutionary perspective regarding basic emotions (see Ekman 1992a).

Ekman (1992b) states that emotions should be separated from other affective occurrences such as moods, emotional characteristics, approaches and emotional disorders. In this regard, the basic emotion approach provides important information for the development of an emotion intervention for the SAPS, especially since it addresses unique cultural/historical heritage and considers changing situations wherein emotions occur as well as differences between people.

The Emotion Componential Theory

The Emotion Componential Theory can be defined as processes of interrelated, synchronized changes in the relationships of all or most of different organismic components in response to the evaluation of an external or internal stimulus event as relevant to major concerns of the organism (Scherer 2005; Fontaine et al. 2007). The componential theory of emotion postulates that the relevance of an event is determined by means of a fast but complex evaluation process that occurs at several levels of processing that vary from automatic and implicit, to conscious conceptual or propositional evaluations (Frijda 1987; Fontaine et al. 2002; Fontaine et al. 2007). This process of appraisal occurs within split seconds, takes place intrinsically or extrinsically based on biological or learned preferences, and the patterning of reactions in the response domains are created by outcomes of the evaluation process (Shaver et al. 1987; Scherer 2005).

These components include cognitive (not necessarily conscious or controlled) appraisals of events, psychophysiological changes (bodily sensations), motor expressions (face, voice, gestures), action tendencies, subjective experiences (feelings), and emotion regulation (Conway and Bekerian 1987; Scherer 2004; Frijda 2005; Fontaine et al. 2007; Scherer and Ellgring 2007). These components each have a function in the appraisal process (Conway and Bekerian 1987). Each of these emotion functions lead to a reaction in the component due to the specificity of the function (Fontaine et al. 2007). The cognitive appraisal component's emotion function is the evaluation of objects and events (Izard 2002). Emotion reactions within the cognitive appraisal component comprise intrinsic, consequential vs. negative and positive appraisals, as well as self vs. others appraisals (Fontaine et al. 2006). Event focus and appraisal are linked, accentuating the adaptational functions of emotions, aiding the individual to prepare appropriate behavioural reactions to incidents with possible important results (Cicchetti and Cohen 1995; Gibbs and Van Orden 2003; Scherer 2005). The emotion function of the neuro-physiological component is focussed on regulation of the physiological system such as blushing in embarrassment or heart palpitations in nervousness (Gibbs and Van Orden 2003; Sokol and Strout 2006).

Action tendency refers to the preparation and direction the individual will take, which includes drawing closer or creating distance; observing or retreating; taking action or choosing to do nothing (Frijda 2005; Scherer 2005; Fontaine et al. 2007). Scherer et al. (2006) add that arousal should be high when such action is unexpected. Motor expressive behaviour or emotion expression (Armony et al. 2007) as the next component of the emotion process refers to facial (Dobel et al. 2008), vocal (Batty and Taylor 2003; Wilkens and Gareis 2006), gesture behaviour (Valentiner et al. 2006) and communicates the reaction and behaviour intention of the emotion (Fontaine et al. 2007). The subjective experience refers to the interaction with the environment and the subjective feeling or emotion experience (Scherer 2005) and relates to the individual's capacity to regulate emotions. Emotion regulation involves the motivation to manipulate the expression and duration of the emotion reaction (Schmeichel et al. 2008) which is a major factor in social interaction (Adams et al. 2006).

From the afore-mentioned it can, therefore, be concluded that emotions prepare an individual to react appropriately to incidents, ensuring that these reactions are consistent with the appraisal evaluation of the presumed results or consequences of the events (Morris and Keltner 2000; Keltner 2004; Frieschen et al. 2008). All or most components add to these reactions, causing a major mobilisation of resources coordination, otherwise known as response synchronisation that operationalises and quantifies emotions (Scherer and Ellgring 2007). In the light of this, the componential theory provides an important foundation for the development of an emotion intervention for members of the SAPS, especially since Mostert and Rothmann (2006) indicated that it is essential for police officers to be emotionally well in order to maintain stability and economic growth within South Africa.

Emotion Competence

Emotion competence can be described as the ability to demonstrate emotionally intelligent behaviour such as emotion regulation and to have knowledge of the emotions of others (Spackman et al. 2005; Coetzee et al. 2006). Furthermore, emotion competence means having knowledge of how the different emotion components function and the ability to communicate and express

emotions effectively (Armony et al. 2007; Bould et al. 2008). The inability to interpret social and emotional situations could be viewed as emotion incompetence (Izard 2002). This leads to the individual experiencing negative interaction within the social and physical spheres of the environment of the individual (Scherer et al. 1983; Adams et al. 2006).

Emotional Intelligence

Three central descriptions of emotional intelligence exist. These include the definitions of emotional intelligence according to Mayer and Salovey (1997), Goleman (1998), and Bar-On (2010). Mayer and Salovey (1997) define emotional intelligence as the capacity to reason about emotions and of emotions in order to enhance thinking. It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth (Mayer and Salovey 1997). Goleman (1998) defines emotional intelligence as the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationships. Lastly, according to the Bar-On model, emotional-social intelligence is an array of interrelated emotional and social competencies and skills that determine how effectively individuals understand and express themselves, understand others and relate with them, and cope with daily demands, challenges and pressures.

While Mayer and Salovey (1997) relate emotional intelligence with the enhancement of thinking processes, Goleman regards (1998) emotional intelligence as competencies and skills that would increase relational and managerial performance; and the Bar-On model consider emotion and social competencies/skills as interrelated and impacting intelligence as such (see Spielberger 2004). All three viewpoints of emotional intelligence are important when developing an emotion intervention, since in order to have the emotion skill or competence to interrelate and regulate emotions with rational reasoning, emotional and intellectual growth as mentioned by Mayer and Salovey (1997) should be enhanced. Therefore, increasing the emotional intelligence of police members will assist them in

coping with the demands, confrontations and stressors that they face on a daily basis.

According to Coetzee et al. (2006) emotional intelligence differs between individuals in that some people are more endowed and others less so; but emotional intelligence also develops over an individual's life and can be enhanced by training. Similarly, Bar-On (2007) stated that emotional intelligence can be enhanced through rather simple didactic methods over a relatively short period of time. Research by Ulutaş and Ömerođlu (2007) divided 120 participants between a placebo (continued with daily activities), control (were not exposed to any activities) and experimental group (enrolled in an emotional intelligence programme), and the results suggested that the experimental group scored higher in terms of emotional intelligence after exposure to the emotional intelligence education program.

In summary, relevant emotion theories, research literature and findings regarding emotion competencies and emotion intelligence, all indicate the importance of developing educational/ intervention programmes to facilitate emotion competence. Izard (2002) argues that additional emotion competencies are crucial for optimal human functioning and will facilitate the advancement to emotional intelligence as ability as established by Mayer and Salovey.

From the afore-mentioned principles, it can be gathered that emotion competence is an important skill that will enhance the efficiency of the police official. Next, the literature on emotion intervention programmes will be investigated.

Emotion Intervention

Treatment and interventions are crucial in the scientific process in a social, economic and cultural context (Bernal 2006). Samson et al. (2001) add that the most effective method to develop or create interventions is by utilising qualitative research at every stage of concept formation and evaluation.

In accordance with guidelines in the National Qualification Framework (NQF) policy, training interventions should be well planned, coherent and coordinated. Training interventions should add value, be learner centred, experiential, outcomes orientated and develop attitudes of critical inquiry as well as prepare learners to an environment of changes (Fourie and Hay 2000). The assumption in skills training is that a specific

skill or skilled behaviour may be taught, obtained and demonstrated in critical situations (O' Donohue et al. 2003).

According to O' Donohue and Krasner (1995), there are a number of advantages in psychological skills training of which the most important is that it is remedial and preventative. It provides clear, testable hypotheses on the origin of psychological problems and is consistent with a personal growth model and interventions model. Psychological skills training frameworks, intervention development and experiential learning are frequently based on the social learning theory of Bandura which focus on self-efficacy and behaviour motivation (French and Bell 1999; O' Donohue et al. 2003; Kolb and Kolb 2005), which in turn is in accordance with the emotion theories of Ekman and Scherer.

Police officials are particularly vulnerable in the development of psychological and physical ill health due to the negative emotion experiences as well as job demands (Surgenor and Joseph 2000; Langens and Schüler 2005; Pienaar and Rothmann 2005; Mostert and Rothmann 2006; Langens and Schüler 2007; Barner 2008). Literature suggests that the ability to express emotions in a positive manner is advantageous to the mental and physical health of the individual, and it would therefore be advantageous to allow police officials to vent their emotions and increase their emotion competence (cf. Halberstadt and Niedenthal 2001; Langens and Schüler 2007).

Emotion competence can be improved through training interventions taking into consideration that psychological concepts influence emotion regulation (Coetzee et al. 2006).

Developing an Emotion Competence Intervention

Developing an emotion competence intervention requires a thorough review of existing literature regarding emotion competence and emotion interventions; taking particular notice of the content and methodology of interventions which should be included in the intervention for the SAPS. It must be noted that emotional intelligence interventions was excluded from research as emotion intelligence is viewed as the progression of emotion competence (see Coetzee et al. 2006). Due to the lack of research related to this subject, a broad review of emotions and emotion interventions was undertaken. Peer-reviewed research studies published in policing,

psychological and business journals from 1990 to 2008 were consulted and electronic databases searched included PsychInfo, Academic Search Premier, Business Source Premier, Master File Premier, Econlit, SACat, and Journals Online. Key words utilised for the literature review were componential emotions, emotions, emotion competence, emotion expression, emotion communication, emotion regulation, cultural experience of emotions, emotion interventions and emotion competence interventions. The selection criteria included all articles that were written in English, examined and reported on emotion and emotion interventions in any population group or work setting or sample group. Lastly, reference lists were also reviewed for additional research articles or publications that may not have been indicated in the electronic searches.

Nearly 223 articles were reviewed of which approximately 81 were referenced in this paper. From the body of research a comparison was made of the existing emotion interventions. From the existing body of literature, only four studies on emotion interventions were identified that showed principles of emotion interventions that could be utilised in an emotion intervention for the SAPS (see Surgenor and Joseph 2000; Izard 2002; Ullrich and Lutgendorf 2002; Ireland et al. 2007); this indicates that little research exists concerning intervention programmes for emotion competence. These studies are summarised in Table 1.

The study of Surgenor and Joseph (2000), dealt with the support of individuals during life events and the expression of emotion and attitudes. Although this intervention was not utilised, it was confirmed that emotion expression is important as part of an emotion intervention. The second study of Ullrich and Lutgendorf (2002) investigated the effects of journaling after stressful and traumatic events. This intervention was not utilised as a concept for emotion competence intervention. However, the principle of journaling was observed as important and included in the emotion competence intervention, especially towards the targeted population of SAPS employees. Ireland et al. (2007) had a similar intervention of journaling and investigated as a third intervention. As in the second study, the intervention of journaling or writing about emotions cannot be utilised as an emotion competence intervention, but the concept was utilised as a lesson plan in the emotion competence intervention for SAPS. The fourth study is that of

Table 1: Emotion intervention studies

<i>Author</i>	<i>Intervention</i>	<i>Purpose</i>	<i>Sample/ Setting</i>	<i>Method/ Analysis</i>	<i>Results</i>
Surgenor and Joseph, (2000) <i>Attitudes towards emotional expression relational competence and psychological distress.</i>	Support during life events and emotion expression attitudes.	The association between life events and psychological distress was found to be mediated by attitudes towards emotion expression and support.	194 respondents from London residents and students from the University of Essex.	Quantitative: Measuring battery (Questionnaires)	The data showed that life events and distress are mediated by attitudes towards emotion expression and low support. The study reported that participants who had perceptions of support displayed a positive emotion expression and attitude.
Ullrich and Lutgendorf, (2002) <i>Journaling about stressful events: effects of cognitive processing and emotional expression.</i>	Journaling of emotions.	The effects of two journaling interventions, one focussing on emotional expression, were compared during one month of journaling about stressful or traumatic events.	122 undergraduate psychology students participated in a three-group experimental exercise.	Quantitative: Measuring battery (Questionnaires)	Participants in the cognition and emotions group reported increases in growth from trauma over time where the other two groups showed no change.
Ireland, Marlouff and Byrne (2007) <i>The efficacy of written emotional expression in the reduction of psychological distress in police officers.</i>	Written exercise in emotion expression.	To examine the impact of writing about personal emotions and the influence of such an intervention on distress levels.	67 police officers were randomly assigned to non-writing (control group) and writing (experiment groups) groups (New South Wales police force).	Quantitative: Measuring battery (Questionnaires) Participants were requested to write about their emotions over a period of time.	The experimental group that received the intervention showed significantly lower levels of anxiety and stress at post-intervention than officers in the non-intervention (control) group did. It supported written emotional intervention as coping method.
Izard, (2002) <i>Translating emotion theory and research into preventive interventions.</i>	An emotion competence intervention for children.	Scientific progress in the field of emotions suggests a framework for conceptualising the emotion-related aspects of prevention programmes that aim to enhance children's socio-emotional competence and prevent the emergence of behaviour problems and psychopathology.	No sample group. The article is based on seven scientific principles on which prevention programmes should be based.	Intervention programme. Consists of 20 lesson plans. A facilitator guide is attached to the curriculum.	A scientifically sound programme presented over an extended period of time. Learners were trained in emotions knowledge and emotion expression, how to communicate emotions and regulate emotions. Based on experiential learning.

Izard (2002), developed for children under the age of 12 years. This was the only intervention that specifically addressed emotion competence, different lesson plans over a period of time, with principles and guidelines included in the intervention.

According to Izard (2002), in an attempt to change behavioural problems and psychopathology, interventions lack concepts that will assist in the change of these problems to develop the individual's emotion competence. In addition, those that do attempt to change behaviour, ignore the constructs of emotion and cognition (Izard 2002). Prevention programmes may form the foundation in comprehending emotion within the framework of theory, competence, perspectives and skills, which should facilitate peer acceptance and understanding and exclude blatant social comparison (Izard 2002). Even though the principles of Izard's emotion intervention are based on the first 12 years of a child's developmental life, it can be applied amongst adults. The aim of Izard's programme is to prevent behaviour problems and maladaptive behaviour, and the seven principles for development of pro-active interventions form part of the central theory that motivation and the ability to adapt are core features of emotion and are as follows (Izard 2002):

1. *Activation and utilisation of positive emotions increase sociability, personal well-being and constructive behaviour:* Positive emotions enhance mental well-being, resilience and moderate negative events.
2. *Negative emotions influence learning and memory and certain negative emotions provide the basis for empathy and pro-social behaviour:* When the individuals have an understanding of their own emotions as well as of those of others, it will produce empathy and pro-social behaviour.
3. *Modulated emotions expression mediates emotions utilisation:* The individual is adjusted and protected to utilise the arousal energy to produce acceptable behaviour to the emotion motivation.
4. *Emotions initiated or regulated by different processes may need different regulatory techniques:* Each individual may need different approaches to emotion regulation and different situations may require diverse techniques for emotion regulation. There is a multisystem model of emotion activation that includes both cognitive and non-cognitive processes.

5. *Emotion patterns in states or traits create complex motivation conditions and challenges for approaches to emotion modulation and utilisation:* Preventative or challenging stimuli (real or imagined) tend to produce multiple emotions. The two types of emotion patterning dynamics (state or trait) interact in social exchanges and relationships.
6. *Emotional deprivation in early life results in dysfunctional emotion systems:* Socio-emotional communication implies the sharing of positive emotions. The development of socio-emotional competence depends on modulated expressive behaviour and positive emotions expression in interpersonal exchanges and the appropriate expression of negative emotions.
7. *Modular and relatively independent emotion and cognitive systems require the fostering of intersystem connections:* Emotion cognition connections form the basis of emotion knowledge and constitute a critical factor in emotion regulation and utilisation. The aim of the emotions component is to keep individuals, educated to identify emotions and consider other's feelings and how they might differ from their own.

Furthermore, the work of Izard (2002) provided a comprehensive framework for an emotion competence intervention programme that is applicable to this study:

From Tables 1 and 2 it is evident that aspects that need to be considered for inclusion in an emotion competence intervention programme for the SAPS are an efficient structure, including a focus area, indication of duration of intervention programme, outline, training guides/manual, methodology, training aids and tools, and an outline of the content. Based on the literature review, an emotion competence development intervention for the SAPS should be guided by the following principles:

♦ ***An Understanding of the Componential Structure of Emotions***

An individual should be aware of the experience of emotion in the different components, and know how they are triggered. In the SAPS, employees are exposed to emotionally laden incidents on a daily basis due to their demanding job resulting in the police officials experiencing negative emotions (Consedine and Magai 2002;

Table 2: Framework for an emotion competence intervention programme (Izard 2002)

<i>Component</i>	<i>Description</i>
Focus areas	The focus of this intervention is for children under the age of 12 years, preferably pre-school learning.
Duration of intervention	The duration of the intervention is 20 lessons of 20 minutes each over twelve weeks conducted once a week.
Outlay of intervention	The intervention consists of twenty lesson plans, each with an objective and background, exercises per lesson and the indication of tools that will be utilised.
Additional guides	Teacher training manual with foundational knowledge of emotion competence. Lesson plans and training tools.
Methodology of training	The role of the teacher in the emotion intervention guide.
Training aids and tools	Experiential learning on the level of children. Puppet plays Interactive discussions on emotions Story time Drawings/Art Dialogues
Content	Active coping strategies Puppets, Story book, Art Identification of emotion. Identification of behaviour in emotion. Facial expressions and the reading of facial expressions. Emotion regulation. Communicating of emotions facially and verbally).
Principles of emotion competence	Methods to understand others' emotions and strategies for improved inter personal relationships and environmental interaction. The ability to recognise, label and talk about one's emotions* The ability to recognise, label and talk about emotion signals or cues in the expression of others and in the different contexts or situations. The ability to understand the cause of emotions. The ability to understand that emotions motivate our thoughts and actions and that emotion feeling affect the way we perceive and respond to others and the world around us. The ability to regulate emotions and make them useful. The ability to use empathy and sympathy. The ability to learn that considering the feelings of others helps you make friends.

Pienaar and Rothmann 2005). It is therefore essential that employees of the SAPS be aware of the emotion components, since emotion deregulation causes physical illness (see Gray and Heatherington 2003).

♦ *Communication of Emotions*

Emotions are communicated on a daily basis and need to be evaluated or devaluated accurately; this information is obtained from sensory sources and formed on a subconscious level (Izard 2002; Armony et al. 2007; Bould et al. 2008). The accuracy of the information interpretation depends on the correct interpretation of the expression and this forms part of emotion competence (Gross 2000; Frischen et al. 2008). Emotion expression can be

defined as the behavioural changes in terms of the face, voice, gestures, posture and body movements that usually accompany emotion and carry a huge amount of information (Gross et al. 2000).

Individuals who can articulate emotions in a positive manner, regardless of personal trauma, have the ability to reattach more effectively with others due to the positive reaction it induces (Keltner 2004). Steyn (2007) indicates that police officials have a strong distrust in their commanders and groups that are not part of the sub-culture. Since research also suggest that it is unlikely that males will communicate negative emotions to their friends or colleagues (Gray and Heatherington 2003), and given that 68.6% of the police population are males (SAPS 2009), it is important to include emotion expression and

communication as learning outcomes in the development of an emotion intervention for the SAPS.

♦ *Regulating Emotions*

Emotion regulation involves an individual's motivation to manipulate the expression and duration of the emotion reaction. The regulation of emotion will differ according to emotion competence of the individual which plays an important role in psychological adaptation (Scherer et al. 1983; Izard 2002; Adams et al. 2006; Coetzee et al. 2006; Schmeichel et al. 2008) and enhance emotional and intellectual growth (Mayer and Salovey 1997) as well as impact on personal relationships (Gross et al. 2000). Defective emotion regulation may cause psychological and physical illness which can result in depression, aggression, violence, and other forms of maladaptive behaviour and ill health (Consedine and Magai 2002; Ullrich and Lutgendorf 2002; Gray and Heatherington 2003; Langens and Schüler 2007). The police official is often exposed to inter-personal relationships that are challenging, such as conflict with offenders and traumatised victims of crime. Furthermore, the SAPS member is known for high levels of psychological and physical illness (see Pienaar and Rothmann 2005); making it essential that the police official should have knowledge on emotion regulation (Schmeichel et al. 2008).

♦ *Recognition of Emotions*

It is important for individuals to recognise emotions, as well as interpret them correctly since it is an important aspect of social interaction (see Frijda 1969; Coetzee et al. 2006). In the policing context, police officials are confronted with various individuals, such as victims of crime, complainants, senior managers and colleagues who all portray different emotions. This makes it essential that the SAPS member should have the ability to recognise these different emotions in order to act appropriately accordingly.

♦ *Understanding the Emotions of Others (Empathy)*

Empathy is a cognitive awareness of another person's internal state of thoughts, feelings, perceptions and intentions (Hoffman 2000). One of the major needs of victims of crime is to be

treated with empathy (Friedman 2009). Therefore, since police officials are confronted with victims of traumatic crime incidents on a daily basis, it is important for them to understand the emotions of the people they encounter.

♦ *Effective Expression of Emotions*

The police official should be aware that individuals express emotions in different manners; behavioural, physical, verbal or facial (see Gross et al. 2000). However, different ways of emotion expression do not affect the intensity of the emotion experience (Gray and Heatherington 2003). Hence, the police official should have and show understanding of these different levels of emotion expression.

♦ *Healthy Interaction with the Environment*

The police officials by nature of their working environment, experience negative emotions which impact on their relationship with their immediate environment. Productive emotion expression and an understanding of the interaction with the environment may improve that relationship and develop well-being (Izard 2002).

♦ *Effective Social Interaction and Relations*

Perceptions and thoughts influence emotions and the way the individual will interact with others in the environment. A foundational knowledge of emotion, the expression and the communication thereof can improve interaction and social relations. The relationship of the SAPS with the community, as well as with fellow colleagues, will be improved when a police official portrays emotion competent behaviour (cf. Izard 2002).

♦ *Conceptualising Cultural Differences in Emotion*

The influence of cross-cultural emotion expression on psychology has a long history of investigation (Mesquita et al. 1997). Research indicates that culture forms a person's expression of emotion in that the display of norms may be universal albeit influenced to suit the standards of the culture, and may be displayed with cultural "accents" and personal backgrounds (Adams et al. 2006). The SAPS is a diverse organisation, consisting of more than a 170 000 police officials repre-

senting all eleven official languages and different races. Since the democratising of South Africa, the SAPS have been the subject of continuous transformation, which includes enhancing the understanding of other cultural and language groups (Van der Walt 2001; Fontaine 2008), indicating the significance of including lessons regarding the understanding of cultural differences regarding emotion in an emotion competence development programme.

Contribution of this Study

The present study generates knowledge concerning emotion competence, effective strategies to deal with emotions, and foundational emotion knowledge. The information is of value to the SAPS as emotions form an integral part of the job demands of the police official and would be viewed as a foundation intervention before any other proactive intervention should be applied. This study contributes to further research on emotion competence and cultural awareness of differences and similarities in emotions within the diverse South African context. Although several interventions exist in the SAPS to address stressors in the workplace (SAPS, 2008), no emotion competence intervention programme exists that can assist officials to deal with their emotions during and after traumatic events. No documented research is currently available regarding the development of an emotion competence intervention programme in the SAPS.

Objectives

The objectives of the research are:

- ♦ To develop an emotion competence intervention for members of the SAPS by:
 - defining emotion competence;
 - determining the dimensions of emotion competence; and
 - investigating which criteria, content and methodology should be used to develop an emotion competence intervention for the SAPS.
- ♦ To evaluate the newly developed intervention by means of a panel of experts by:
 - establishing what modifications/ amendments should be made to the emotion competence intervention to ensure that it is appropriate for the SAPS.

II. METHODOLOGY

Research Design

This study falls within the field of intervention research specifically directed towards intervention knowledge development (de Vos et al. 2005) The study commenced with the development of an intervention programme, followed by an informal evaluation of the intervention by a panel of experts based on a qualitative design from a phenomenological approach. In this approach the researcher is interested in the meaning the panel attributes to their subjective experiences of reality (in this context, the intervention programme) (Rothmann et al. 1998; Leffingwell et al. 2001). Lastly, the intervention was adapted according to the evaluation and comments (cf. Samson et al. 2001) made by the panel of experts.

Participants and Procedure

The study consisted of three steps:

Step 1: Developing the Emotion Competence Intervention for the SAPS. Principals and required competencies and skills of emotion competence were determined through the literature study. A structure of the intervention was established and included ten lesson plans that would accommodate the competencies identified. The method of training was determined as experiential learning. Exercises were developed for each lesson plan to integrate the competency and learning. Each lesson plan has a homework section through which learners can reinforce their learning by application in their environments. Application in the workplace is also included in the lesson plans pertaining to the specific competencies. A learner's guide and facilitator's guide were developed from this. Each lesson plan has a specific topic and objective and includes the methods used to present the intervention.

Step 2: Informal Evaluation of the Emotion Competence Intervention Programme. An expert panel consisting of registered psychologists, psychometrists, counsellors and field training officer facilitators with assessor qualifications in evaluating training programmes were utilised. The members of the expert panel were invited to the informal evaluation session based on their professional registration, namely registered psychologists and psychometrists as well as due to their field of expertise in functional training of

police officials (field training officer facilitators of the SAPS). The panel of experts function in different divisions within SAPS Head Office and were selected due to their close proximity and accessibility to attend the presentation. The evaluation was conducted by the psychologists, psychometrists and counsellors who were employed to work in the different provinces of South Africa, and will also will present the emotion competence intervention in future within the SAPS. The field training officer facilitators present lectures full time to functional police officials and they have the ability to assess any training intervention due to their qualifications and experience. An open invitation was distributed to these individuals in the SAPS Head Office of which thirteen members responded. A scheduled evaluation session was held with the participants. The evaluation took the form of a work session where the individual lesson plans of the intervention programme were placed on a Power Point presentation explaining each lesson plan. Having obtained permission from the participants, confidentiality was assured when dealing with the information, and a presentation was made to the participants in English. Table 3 gives an indication of the characteristics of the participants ($N=13$).

Table 3: Characteristics of the panel of experts ($N=13$)

Item	Category	Frequency(f)	Percentage (%)
Gender	Male	8	62
	Female	5	38
Ethnic Groups	African	7	54
	White	5	38
Education Level	Indian	1	8
	Registered Psychologist	4	31
	Intern Psychologist	1	8
	Psychometrist/Counsellor	3	23
	Field training officer (3 year Diploma and Assessor of training)	5	38

According to Table 3, the majority of the participants (62%) were male, of which 38% ($n=5$) were White, 54% ($n=7$) included African participants whilst 8% ($n=1$) were Indian. In total, 31% ($n=4$) were registered psychologists in the

clinical, industrial and counselling categories. Intern psychologists represented 8% ($n=1$) and psychometrists/counsellors a 23% in total ($n=3$). The field training officer facilitators constituted 38% ($n=5$) of the participants.

The purpose of the informal evaluation sessions was to obtain general feedback and comments on the presentability and applicability of the lesson plans in order to finalise the emotion competence intervention. The informal evaluation session commenced with a presentation the panel to provide background information on the intervention. The auditorium was properly lit and ventilated. The evaluation session lasted an average of 4 hours per panel. Each panel member was provided with a facilitator's guide, which included the lesson plans, a learner's guide and an evaluation form. The evaluation form was provided to the panel members after each lesson plan in order to comment on the intervention programme. Additionally, after each lesson plan the panel was motivated to provide the researcher with additional comments on the lesson plan and individual exercises (all comments was recorded by the scribe).

After providing background information on the programme, the presentation consisted of a review of the lesson plans and a discussion of each exercise. The panel of experts was then requested to review the intervention programme by first writing down comments on the evaluation form and then making comments to the researcher. The members were asked to comment on the appropriateness and practicality within the cultural context of the SAPS. The title and objectives of the lesson plans and the method followed were presented to the panel.

Step 3: Finalisation and Alteration of Programme: During the final part of this phase, the research entailed adapting the emotion competence intervention programme according to the comments made by the panel.

Data Collection

No measuring instruments were included to gather quantitative data since the development of the intervention was conducted from a qualitative approach. The only form of measurement involved was an evaluation sheet that was utilised to obtain the information from the expert panel. The evaluation sheet was provided in English and consisted of two questions focussing on the evaluation of the

intervention. The questions posed to the panel of experts, included:

- a. "In your opinion, is this lesson plan applicable for the SAPS?"
- b. "In your opinion, is this lesson plan presentable for the SAPS?"

A further method of evaluating the intervention was by recording any comments, opinions or impressions that were made during the expert panel sessions. All comments were recorded verbatim during the session by a scribe.

Data Analysis

Content analysis was used to analyse the data. The content analysis consisted of the following steps (see Kerlinger 1986): The first step in the content analysis was to universalise and categorise the recorded evaluation responses and discussions of the panel members. Secondly, the sub-units of the analysis, namely words and themes were determined, where the researcher read the recorded notes in order to form an overall picture and to determine the themes. The next step was to free the data from unnecessary information and to determine the meaning of the rest of the sub units by linking them to the whole picture.

Ethical Aspects

Conducting research is an ethical enterprise. Research ethics should be followed and an ethical climate assured at all times. This was done by means of the following:

- ♦ The researcher kept to the policies and guidelines of her profession.
- ♦ The researcher was unbiased and respectful towards the participants by not attempting to mislead the participants.
- ♦ *Consent*: The panel of experts gave their consent by responding to the invitation to participate in the evaluation of the intervention. Further, consent was obtained in the informal presentation of the emotion competence intervention.
- ♦ *Confidentiality*: The panel of experts were able to respond by writing their comments on the evaluation sheet, and complete confidentiality was assured. No comments or individual indication of evaluation was presented to the group or any other entity.
- ♦ *Competence*: By virtue of the professional registration and functional experience of the panel of experts, they were competent to

evaluate the emotion competence intervention. However, a full background on emotion theory was provided to the panel of experts during the evaluation sessions.

- ♦ *Reporting*: A final presentation was made before the panel of experts in providing them with feedback from the evaluation sessions and the adjustments made to the intervention.
- ♦ The anonymity of the participants was assured. Since the intervention will be presented to different cultures, the researcher was mindful of cultural and individual differences among the participants and gave attention to any discriminating factors.
- ♦ It was ensured that none of the exercises in the intervention was of such a nature that it would damage the learner on a psychological or physical level.

III. RESULTS

Step 1: Developing the Emotion Competence Intervention for the SAPS

Step 1 of this study consisted of developing an emotion competence intervention for the SAPS based on the information found in the literature. The programme included ten (10) lesson plans that were incorporated in a learner's and facilitator's guide. Each lesson plan involves specific objectives and methods. Table 4 gives an indication of the content, objectives and methodology of the emotion competence intervention that was developed for the SAPS.

For purposes of this study, lesson plan 1 (What is emotion?) deals with the basic knowledge of emotions and consists of the understanding of the basic experience of emotions as objective. Theoretical background is provided to the learner. The methods utilised in this lesson plan includes reading an extract from a book dealing with basic emotions, reflection exercises of the reading material and visual displays such as posters of events and slide shows. The homework the learner should do is a basic journaling of emotions in the day.

Lesson plan 2 (I think therefore I feel) deals with the cognitive aspect of emotions and emotion as an appraisal process. Theoretical background is provided to the learner, establishing the link between memories, perceptions, situational knowledge and judgements and the emotion experience. The learner should recognise that

Table 4: The emotion competence intervention programme for the SAPS

<i>Lesson plan</i>	<i>Title</i>	<i>Objective</i>	<i>Method</i>
1	What is emotion? <i>Basic understanding of emotions</i>	The learner should be able to understand the basic experience of emotions.	Visual exercises for example watching of DVD Reading
2	I think therefore I feel <i>The cognitive components of emotions</i>	The learner should be able to recognise that emotions originate from thoughts, perceptions and memory. In other words, it starts on a cognitive level.	Cognitive exercises Reading Experiencing of role play
3	Emotion from head to face to heart (1). <i>The componential emotion theory (1)</i>	The learner should be able to understand the experience of emotions with all of the components fully.	Scenario exposure Self-reporting exercise
4	Emotion from head to face to heart (2). <i>The componential emotion theory (2)</i>	The learner should be able to understand the experience of emotions with all of the components fully	Auditory exercises for example listening to specific tracks of music
5	Talking the talk of emotions (metaphors). <i>Emotion communication and expression</i>	The learner should be able to recognise that we communicate emotions in different manners. One way is by means of metaphors.	Art exercises such as painting, drawing Self-reporting exercise Exposure to objects of art
6	Talking the talk of emotions (my face and what it says) <i>Emotion communication and expression</i>	The learner should be able to recognise that facial expressions communicate emotions to others.	Combination of auditory, sensory, visual and olfactory exercise by being exposed to different objects Visual exercises for example a slide show with emotion faces Visual exercise with DVD clips of emotion faces
7	Emotion regulation - the stop and start of emotions.	The learner should be able to recognise previous strategies of emotion regulation and possible future effective emotion regulation strategies	Self-reporting and journaling Role play
8	Understanding others' emotions (Cultural differences)	The learner should be able to recognise that others express and communicate emotions differently reporting exercise with	Auditory and visual exercises for example observing images with sound Visual and self-reporting exercise with language emotion words Visual exercise observing different cultural emotion expressions
9	Understanding others' emotions (Cultural differences): Empathy	The learner should be able to recognise that others express and communicate emotions differently	Case studies Auditory exercise of exposure to sounds Visual exercise for example the observation of a full length DVD.
10	Connecting all the dots: Journaling of emotions	Integrating the cognitive and emotion reactions to significant events	Journaling/Self-reporting

there is a relationship between thoughts and emotions and if the learner can change their thinking pattern, their emotion experience would change. All the exercises consisting of visual, auditory and role-play will integrate the concept of cognitive thoughts directly influencing emotions. The homework exercise reinforces the relationship between cognition and emotions where specific emotion experiences are linked to thoughts.

Lesson Plans 3 and 4 (Emotion from head to heart to face) deals with the componential experience of emotions and consists of the understanding of emotions through the different components of the emotion experience. The learner is provided with a brief theoretical background. The exercises will evoke the total componential experience of emotions. The aim of all the exercises is for the learner to experience how fast emotions

occur and to identify the different components of emotions. The methodology includes a self-reporting exercise as introduction to a recent everyday experience, exposure to different scenarios where the learner will be individually allowed to participate in a specific exercise that will evoke the emotion experience. Auditory exercises are provided in the form of specific music tracks that evoke emotion. The homework for the learner will be the observation of the componential emotion experience within themselves and then to diarise the trigger event and the resulting emotion reaction.

Lesson Plan 5 (Talking the talk of emotions - metaphors) deals with emotion communication and expression. It consists of the recognition that emotions are communicated differently and metaphors and stories are one way of expressing emotions effectively. The learner will be provided with theoretical background of verbal emotion communication after which the learner will be exposed to the experience of emotion communication. The first exercise is introductory where the learner will describe his or her emotions by means of describing an object (metaphor). Furthermore, the learner will use art as medium to express him/herself on an emotion level. The learner will observe objects of African art such as sculptures and paintings where they will describe the emotion experienced through the art.

Lesson Plan 6 (Talking the talk of emotions - my face and what it shows) deals with emotion communication in facial expressions. The learner is provided with theoretical background with the aim to recognise facial expressions in others and to be aware of what the learners face portrays when expressing emotion. The different exercises as part of the methodology include observing slide shows including different facial expressions. The learner will also be exposed to faces that change over time and are not static. In other words, faces that portrays a build up of emotions and show different emotions and excerpts from movies. The learner will be able to observe a role-play where the facial expressions of the role players can be observed. The homework focuses on the active observation of facial expressions and on them being aware of their own facial expressions and how others react to their emotion communication on a facial level.

Lesson plan 7 (Emotion regulation - the stop and start of emotions) deals with the skill to regulate emotions, to recognise pervious

strategies of emotion regulation and possible future effective emotion regulation strategies. The methodology includes self-reporting, where the learner reports on an event of lack of emotion regulation, which will be followed by a role-play of one of the learners' stories. The learners will then re-write their story in a manner as if they were able to regulate their emotions in that specific incident effectively, focussing on the alternative reactions emotion regulation would have brought on. In this lesson plan, specific strategies and effective manners of emotion regulation would be discussed, especially in the work place. The homework focuses on emotion regulation and incidents where it was done effectively and the results as well as incidents where emotions were not regulated and the results thereof.

Lesson plan 8 (Understanding others' emotions) deals with understanding emotions of colleagues from different cultures and languages. The objective of this lesson plan is that the learner should be able to recognise that others express and communicate emotions differently. In this lesson plan, the methodology is visual exercises by means of slide shows that would evoke emotion. The learner should identify that emotion and capture the word in his/her own language. Learners are exposed to different objects stimulating all the senses and their facial and verbal expression of that object in their own language and cultural context. Movie excerpts of different cultures are shown to the learners to observe different facial expressions and different utilisation of words within that culture.

Lesson Plan 9 (Understanding others' emotions – empathy) deals with the understanding of others' emotions and the role of empathy. The objective is that the learner should recognize that others communicate and express emotions differently and, in addition to Lesson plan 8, have an understanding of those emotions. As methodology, the learner is exposed to case studies, depicting different individuals with different emotion expressions and reasons why they experience the emotion. The learner is exposed to an auditory exercise listening to different sounds that depict emotion. The following exercise include the observation of a movie with five main characters – each with their own experiences and expression of emotion. In all the exercises, the learner will attempt to accurately identify the emotion and understand it and not justify or explain it. The homework exercise focuses on the

identifying and understanding of others' emotions within their environments outside the classroom.

Lesson plan 10 (Journaling - connecting all the dots) is the closing lesson plan during which the learner integrates the knowledge acquired by the intervention programme in order to deal with significant life events. The objective of this lesson plan is that the learner should integrate cognitive and emotion reactions with significant or traumatic life events. The methodology of this lesson plan is journaling. The facilitator will discuss any lingering issues the learner may have after the journaling. In this instance of utilising journaling, the learner will reflect on a significant event such as the death of a beloved, any event where the learner was exposed to crime or a life-threatening incident. This lesson plan is the culmination of all the lesson plans and is the final closure for the intervention. During the intervention, learners may complete the learner's guide in their own language.

Step 2: Informal Evaluation of the Emotion Competence Intervention Programme

Step 2 of this phase consisted of the informal evaluation of the emotion competence intervention programme developed for the SAPS. A panel of experts were asked two questions relating to the intervention programme. Table 5 gives an indication of the evaluation of the first question, namely: "In your opinion, is this lesson plan applicable for the SAPS?"

According to Table 5, it is evident that the majority of panel members experienced the lesson plans as applicable for the SAPS environment. Lesson plans 3, 4 and 6 to 10 were found to be the most applicable for the SAPS. Lesson plan 5, "Talking the talk of emotions" received the lowest review in terms of applicability for the SAPS; however, the majority of the panel felt that it was indeed applicable with the SAPS context.

The results of the second question of the questionnaire, "In your opinion, is this lesson plan presentable for the SAPS?" are indicated in Table 6.

According to Table 6, it is evident that the majority of panel members experienced the lesson plans to be presentable for the SAPS. Lesson Plans 4 and 6 to 10 were viewed as the most presentable, whilst some panel members indicated lesson plan 5 as not presentable and should be reviewed.

Table 7 gives an indication of the general comments and impressions of the panel of experts concerning the lesson plans.

Table 5: The applicability of the emotion competence intervention for the SAPS (N=13).

<i>Lesson plan</i>	<i>Applicable (Frequency)</i>	<i>Not applicable (Frequency)</i>
1. What is emotion?	12	1
2. I think therefore I feel.	12	1
3. Emotion from head to face to heart (1).	13	0
4. Emotion from head to face to heart (2).	13	0
5. Talking the talk of emotions (metaphors)	10	3
6. Talking the talk of emotions (my face and what it says)	13	0
7. Emotion regulation - the stop and start of emotions.	13	0
8. Understanding others' emotions (Cultural differences)	13	0
9. Understanding others' emotions (Cultural differences): Empathy	13	0
10. Connecting all the dots: Journaling of emotions	13	0

Table 6: The presentability of the emotion competence intervention for the SAPS (N=13).

<i>Lesson plan</i>	<i>Presentable (Frequency)</i>	<i>Not presentable (Frequency)</i>
1. What is emotion?	12	1
2. I think therefore I feel.	11	1
3. Emotion from head to face to heart (1).	12	0
4. Emotion from head to face to heart (2).	13	0
5. Talking the talk of emotions (metaphors)	8	5
6. Talking the talk of emotions (my face and what it says)	13	0
7. Emotion regulation - the stop and start of emotions.	13	0
8. Understanding others' emotions (Cultural differences)	13	0
9. Understanding others' emotions (Cultural differences): Empathy	13	0
10. Connecting all the dots: Journaling of emotions	13	0

As read from Table 7, the most frequent comment concerning the intervention was that political or religious images should not be included in the intervention programme. Secondly, the panel members commented on the exercises that

Table 7: Comments and impressions by Panel of Experts concerning lesson plans

<i>Lesson plan</i>	<i>Comments/Impressions</i>
1: What is emotion?	Avoid religious and political images. Suggestions for other types of images.
2: I think therefore I feel.	Utilise exercises that SAPS members can relate to.
3: Emotion from head to face to heart (1).	Replace or add crossword puzzle with Soduko game. Play music that is in line with group and what they can identify with.
4: Emotion from head to face to heart (2).	There should be duration stipulated for this particular facilitation.
5: Talking the talk of emotions (metaphors)	Exercises must be simplified and culture must be taken into consideration when using metaphors. Consider level of understanding.
6: Talking the talk of emotions (my face and what it says)	Occasionally pictures of static faces are hard to read.
7: Emotion regulation - the stop and start of emotions.	More use of practical and police examples in emotion regulation. Provide the learners with examples on how they can rewrite their story.
8: Understanding other's emotions (Cultural differences)	Only positive comments were received.
9: Understanding other's emotions (Cultural differences): Empathy	Only positive comments were received.
10: Connecting all the dots: Journaling of emotions	Time limit to be addressed.

should be simplified whilst culture should be taken into consideration when using metaphors.

Some panel members also indicated that the level of understanding of participants should be considered. Suggestions for other types of images were made by the panel members and sug-

gestions were made for exercises to which SAPS members can relate.

Step 3: Finalisation and Alteration of Programme

The additional comments and informal evaluation was utilised to adapt and finalise the

Table 8: Adaptation of intervention according to comments by panel of experts concerning lesson plans

<i>Lesson plan</i>	<i>Changes made</i>
1: What is emotion?	Religious and political images omitted Suggestions for other types of images
2: I think therefore I feel.	SAPS-related exercises were included
3: Emotion from head to face to heart (1).	Crossword puzzle in scenarios included as method A selection of music pieces included that can be selected for particular groups
4: Emotion from head to face to heart (2).	Duration for facilitation included.
5: Talking the talk of emotions (metaphors)	Exercises were simplified. Metaphors adapted to consider different cultures. Degree of difficulty adapted.
6: Talking the talk of emotions (my face and what it says)	Link static faces with moving faces in the discussion since static faces are not part of our reality as we mostly observe moving faces
7: Emotion regulation - the stop and start of emotions.	More practical and SAPS-related examples were added. Examples of how participants can rewrite their story included in learner's guide.
8: Understanding other's emotions (Cultural differences)	None
9: Understanding other's emotions (Cultural differences): Empathy	None
10: Connecting all the dots: Journaling of emotions	Time limit adjusted in facilitator's guide.

programme. Table 8 gives an indication of the alterations made to the programme.

IV. DISCUSSION

The aim of this study was to develop and evaluate an emotion competence intervention for the South African Police Service.

In order to develop an emotion competence intervention, an appropriate definition of the construct had to be identified. From the theory it can be concluded that for police officers to display emotion competent behaviour, they need to display the ability to demonstrate emotionally intelligent behaviour; police officers should therefore be able to regulate their own emotions, communicate and express them effectively, and have knowledge of the emotions of others by appropriately interpret and recognise the emotions of others.

Next, the dimensions of emotion competence needed to be determined in order to develop an appropriate emotion intervention for the SAPS. Competencies that were identified to be specifically relevant for the SAPS included the basic knowledge of emotions and the processes thereof. Furthermore, emotion competencies entail the link between cognition and emotions, emotion communication and expression, the regulation of emotions and finally the understanding of emotion in others to develop empathy. The body of reviewed literature revealed that emotion competence relates to emotional intelligence (Zeidner et al. 2004) and that several emotion competencies can be identified that will produce the demonstration of emotion intelligent behaviour (Coetzee et al. 2006).

The last step in developing an emotion competency intervention for the SAPS focussed on what the criteria, content and methodology are that should be included in such an intervention. Literature indicated that an emotion competence intervention should include a basic understanding of emotion, knowledge concerning emotions as appraisal process, the componential structure of emotions, emotion expression and communication, emotion regulation, understanding others' emotions in culture, the development of empathy and finally the ability to journal emotions connecting cognitive experiences with emotion experiences.

During the development of the intervention, it was noted that currently, no adult emotion

competence intervention exists. From the literature, only four studies on emotion interventions were identified that showed various principles of emotion interventions that could be utilised in an emotion intervention for the SAPS. However, none of the emotion interventions could be accepted as is as a complete emotion competence intervention appropriate for the SAPS. The only intervention that provided a comprehensive framework of emotion competence was the study of Izard (2002). Although his programme was developed for children, the principles of the intervention were in line with indications in the literature and the framework was used as guideline for the development of an emotion competence intervention for the SAPS. The developed intervention consists of ten lesson plans – each with an objective and methodology. Emotional intelligence interventions were excluded as it is viewed as an advanced level in the field of emotion interventions.

Results indicated that principles underlying an effective emotion competence intervention for the SAPS include an understanding of the componential structure of emotions; communication of emotions and emotion expression; regulating emotions; recognition of emotions; understanding of emotions in others (empathy); a healthy interaction with the environment; effective social interactions and relations, and conceptualising cultural differences in emotion.

Lastly, the newly developed intervention was evaluated on an informal level by consulting a panel of experts to establish what modifications/ amendments needed to be made to the emotion competence intervention to ensure that it is appropriate for the SAPS. The panel of experts reacted favourably to the intervention and suggested minor alterations. The alterations included avoiding religious and political images, considering participants' level of understanding and using exercises that members from the SAPS can relate to. These suggestions were implemented and the intervention was finalised.

V. CONCLUSION

The current research contributes to the body of existing literature by identifying dimensions of emotion competence relevant to the SAPS. In doing this, a unique emotion competence intervention have been developed and evaluated that will now be able to benefit the SAPS as an organisation, but

also contributes to the increase in theoretical knowledge regarding emotion competence interventions.

With the demands placed on the police official, the findings of this research will benefit not only the members of the SAPS, but also the SAPS as an organisation. Understanding of the emotional impact of the police official's task will enhance the realisation that negative emotions and the suppression thereof affect the physical and psychological health of police officials, which in turn influence the productivity of the organisation. It is therefore believed that similar results to that of Izard et al (2008) will be gained in that this emotion competence intervention will increase police officials' emotion knowledge and emotion regulation, and subsequently might lead to a decrease in maladaptive behaviour.

The findings will benefit the SAPS as an organisation specifically since improving the emotion competence of SAPS officials could lead to cultivating more positive relationships with the community that it serves. Lastly, other South African organisations would also be able to put this emotion competence intervention into practice, since the job demands and external stressors within the South African context is currently impacting on the health of many citizens. Therefore, organisations might benefit in terms of productivity, employee wellness, and prevention of absenteeism and turnover as they increase their employees emotion knowledge and emotion regulation abilities.

VI. LIMITATIONS AND RECOMMENDATIONS

Certain limitations within this study exist. Firstly, the intervention was developed with the SAPS environment as focus area. The results may not be applicable to all organisations within South Africa or globally. Based on the results obtained in this study, future studies should focus on a larger and more representative focus group outside the border of the SAPS and even South Africa. Secondly, little research exists concerning emotion competence interventions, limiting the database that could be utilised for the literature review. Lastly, the evaluation of the programme only included members from the SAPS Head Office

in Gauteng, and not members from the target population (that is, functional SAPS members from police stations in the community). Future studies should include a more representative sample from other regions and departments.

In terms of recommendations for future studies, a more scientific evaluation of the intervention by means of a longitudinal research design could be done and a more diverse population from different industries across South Africa or other nations could be included.

It is recommended that culture-fair emotional assessment instruments be developed through which the effectiveness of the intervention can be measured.

NOTE

1. Police officials in this context refers to all SAPS members, from all ranks, including all units and departments.

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