
Perceptions of PSNI Recruits at Week 20 (Time 2)

Results from Intakes 1 - 6



Final Report produced for PSNI

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Executive Summary

- I. This paper contains the preliminary results from the longitudinal study being conducted with the first six intakes of the new recruits to the Police Service of Northern Ireland (PSNI). The student officers joined the organisation between 4th November 2001 and 5th May 2002.
- II. The data presented covers students perceptions prior to attestation at weeks 19 and 20 (Time 2). The report also includes comparison data obtained at Time 1, at the end of the students first month in Garnerville. Additional data will be obtained at a further three points in the recruits' career. These will be at the following stages:
 - Time 3: At the end of their 10 week tutorship.
 - Time 4: During Post foundation training in Maydown.
 - Time 5: At the end of Year 3 when they have completed both the two-year probation period and their first full year of service as a constable.
- III. This evaluation is student-centred and is complementary to additional evaluation work being carried out by Mediation Network, Northern Ireland.
- IV. Students' perceptions were explored in four areas using a questionnaire survey and in-depth interviews. 285 student officers completed the questionnaire. This represents a 97% response rate for those in post at the end of their training at Garnerville. A sample of 21 students were interviewed. The four areas explored in the study are:
 - Perceptions of the Learning Climate in PSNI
 - Feelings of Job Satisfaction
 - Levels of Organisational Commitment and Career Aspirations
 - Attitudes to Diversity
- V. In terms of **Learning Climate** it is recommended that organisations aspiring to be learning companies, should be aiming for an average score of 50-70 on the scale used (where 10 is the minimum and 70 is the maximum). The PSNI average score at this stage is 39.63. This is lower than the Learning Climate score obtained at Time 1.
- VI. Although this score is lower than the previous score at Time 1, it remains a positive result. Students gave particularly high ratings to the amount of practical help available to them, the warm and supportive atmosphere in Garnerville and the emphasis placed on quality in all things and the challenges set.
- VII. The data highlighted some areas that were holding the organisation back from achieving a higher scoring Learning Climate. These areas include the physical environment. A lack of communication between trainers is

causing further problems for students. The study also uncovered a need for more one to one feedback. Furthermore, the organisation of the course timetable is creating problems for students who are finding it's too easygoing at the start of training and too intense towards the end.

Finally the PDP's are creating a lot of stress for students. They are finding the PDP's increase an already heavy workload, giving rise to stress and create large amounts of paperwork leaving students little free time.

- VIII. Almost every area mentioned at Time 1 as a barrier to Learning Climate has cropped up again at Time 2. In particular the physical environment continues to remain the single item that more than 50% of respondents rated as poor or very poor.
- IX. Roman Catholics and older recruits continue to rate the Learning Climate somewhat more positively than other sub-groups.
- X. Moving onto students' feelings of **Job Satisfaction** the results remain positive. Students appear to be satisfied with most aspects of their job. The top three rated areas are; the presence of supportive colleagues, the level of challenge and variety in their job and opportunities for career progression and promotion.
- XI. Areas such as financial rewards, challenge and variety of work, camaraderie and the opportunity to serve the public and make a difference, continue from Time 1 to be areas of great satisfaction for students.
- XII. Not unlike the results from the Learning Climate, PDP's and administrative work, stress, poor work-life balance and a lack of communication are areas of dissatisfaction for students.
- XIII. **Organisational Commitment** measures the extent to which individuals buy into the goals of an organisation and are motivated to work to achieve these. Highly committed individuals buy into organisational life and have been found to have lower levels of absenteeism and to remain longer with an employer. For these reasons, a measure of commitment has been included in the present study.
- XIV. The results from this area will prove to be of interest as time passes and students settle into their new role. At Time 1 commitment levels were expected to be high and results reflected this, with a mean commitment score of 13.75 on a scale that goes from 6 (extremely high levels of commitment) to 30 (extremely low levels of commitment). At this point in the research the commitment level is 13.98. This is a very encouraging result considering students have now had time to gain a more realistic

perception of the organisation and judge whether they want to remain committed to it.

- XV. Students particularly agreed with statements such as; 'I am willing to put in a great effort beyond that normally expected to help this organisation succeed', 'I would be happy to spend the rest of my career with this organisation' and 'This organisation has a great deal of personal meaning to me.'
- XVI. Barriers to commitment include factors such as the troubles escalating, a change in family commitments, heavy workload, PDP's and the nature of the environment not being conducive to having a family or partner.
- XVII. The last area to be measured in this study is **Attitudes to Diversity**. Results indicate students are content with the way PSNI handles and promotes diversity. A large majority of students see the protection of human rights as a fundamental part of their job, they also feel that their immediate supervisors are committed to actively promoting and valuing diversity in the workplace and that the values of the organisation adequately emphasis the need to treat others fairly and with respect.
- XVIII. In comparison to the Time 1 findings, the number of individuals responding positively to diversity items has decreased for all but one item.
- XIX. A number of barriers to a diverse environment have been identified. These include a lack of open discussion on religion, which students see as the biggest diversity issue. This issue was also highlighted at Time 1. Furthermore results indicate an overemphasis on other diversity issues to the point of counter productivity.
- XX. Section 8 of this report summarises the key issues that could be addressed by PSNI in order to improve the student experience of initial training within Garnerville and beyond. These are:
- The physical environment
 - Communication.
 - Feedback.
 - Training methods
 - Timetabling
 - PDP's
 - Work-life balance
 - Security briefs
 - Overly politically correct environment
 - Overemphasising other diversity issues

XXI. The next report from this evaluation will be the Time 3 report on the results from students as they finish their 10-week tutorship period. The final data will be collected in February 2003 and the report should be available in May. Any changes to the above results or emerging patterns will be recorded and explored at that time.

Introduction

- 1.1** This longitudinal study has been conceived and designed by the Occupational Psychology unit in collaboration with Foundation Faculty.
- 1.2** The aim of the study is to evaluate the perceptions of new recruits towards key aspects of the PSNI organisation, the training environment and organisational climate. To achieve the project aim, the following objectives have been set:
- To measure recruits' perceptions of the **learning climate** that exists within the organisation.
 - To assess recruits' **satisfaction** levels with key components of the job itself and the training provided.
 - To explore the extent to which new recruits are **committed** to the PSNI organisation, its values and goals, and are motivated to work to achieve these goals.
 - To assess recruits' perceptions of how the organisation manages and promotes **diversity** in working practices and service provision.
 - To monitor any significant **changes in attitudes over time** as the new recruits leave the training college and become attached to District Command Units.
 - To monitor any significant **differences in attitude due to demographic variables** such as gender, age, community background, family police connections and previous experience of working with the organisation.
 - To monitor and explore reasons for any **voluntary turnover** that may arise among the new recruits.
- 1.3** This report outlines the key findings from the Time 2 evaluation with the first six intakes of new recruits to the Police Service of Northern Ireland. The Time 2 evaluation was conducted at week 19 and 20 of the recruits' training as they reached the end of their time at Garnerville. The recruits cover courses 1-2 of 2001 and Courses 1-4 of 2002. All these students were recruited as a result of the first campaign run by Consensia from February-September 2001.

2 Method

- 2.1 A questionnaire survey was conducted with student officers. The rationale for the development of the questionnaire is provided separately in the Project Specification documentation. Copies of both of these documents are contained in the Appendices.
- 2.2 The questionnaire was administered to the student officers during their nineteenth and twentieth week in the training college. At this time students were preparing for exams the following week. A 97% response rate was achieved in the questionnaire survey with a total of 285 respondents. A breakdown of biographical information of the questionnaire respondents is given below.

| Total group = 284 student officers | | | |
|---|--|-----------------------------------|--|
| Age | 18-24 = 26% 25-30 = 49% 31-40 = 23% 41+ = 2% | Community background | Protestant = 47% Roman Catholic = 51% Other = 1% (Missing = 1%) |
| Gender | Male= 65% Female = 35% | Previous police experience | Yes = 21% No = 79% |
| Education | GCSE/NVQ = 26% A Level & higher = 73% (Missing = 1%) | Marital status | Single/sep/div= 50% Married/cohabit=50% |
| Ethnic origin | White = 98% Non-white = 1% (Missing = .4%) | Disability | Yes = 1 person No = 282 people (Missing = 2 people) |
| Family member previously served | Yes = 41.4% No = 57.2% Missing = 1.4% | | |

Table 2.1: Summary of biographical information from questionnaire sample

- 2.3 Of the students with previous police experience, 50 had served in the RUC Reserve full-time, 4 had served with the RUC Reserve part-time and 8 with a police force outside of Northern Ireland.

Individuals that had specified a family member with previous police experience in Northern Ireland, 53 of these mentioned an immediate family member (parent or sibling) and 82 a member of their wider family (uncle, aunt, cousin etc).

2.4 Interviews were also carried out with a sample of 21 student officers in the weeks of the questionnaire administration sessions. Interviewees were originally recruited on a voluntary basis at the end of each questionnaire session at Time 1. These same volunteers were interviewed at Time 2. The sample is broadly representative of the student population.

| Sample = 21 student officers | |
|-------------------------------------|--|
| Gender | Males = 9 Females = 12 |
| Community Background | Protestant = 10 (5 male, 5 female) Roman Catholic = 11 (4 male, 7 female) |
| Age | Minimum age = 23 Maximum age = 45 |
| Previous police experience | Yes = 4 (all former RUC Reserve full-time) No = 17 |

Table 2.2: Summary of interviewees' biographical information

3 Headline results

3.1 The study has generated a wealth of information. The main findings are presented below and are classified under four headings:

- Perceptions of the Learning Climate in PSNI
- Feelings of Job Satisfaction
- Levels of Organisational Commitment
- Attitudes to Diversity

3.2 In each area the quantitative results from the questionnaire survey are presented initially and supplemented, where appropriate, with qualitative data from the interviews.

4 Perceptions of the Learning Climate in PSNI

- 4.1 A learning organisation is one which aims to generate a culture and climate that encourages continual learning among its members.

Perceptions of the learning climate within the PSNI were measured in this study using the 10-items contained within the Learning Habit Questionnaire (Pedler, Burgoyne & Boydell, 1997). These items allow us to analyse the extent to which important factors, conducive to a healthy learning environment, are perceived to be present within PSNI. It also allows us to track these factors over time. The factors measured include the physical environment, availability of learning resources, active encouragement to learn, warmth and support, and practical help available from colleagues.

The ten items are scored on a scale of 1 to 7 where 1 is very poor and 7 is excellent. The percentage of student officers awarding particular ratings to each of the dimensions is given below in bold. Below these ratings are the percentage differences from the Time 1 data for the same questions. These are indicated with a plus (+) if the new score is higher than the previous score and with a minus (-) if the new score is lower than the previous score.

4.2 Individual Learning Climate Scores

| | Rating 5-7 Good to Excellent | Rating 4 Average | Rating 1-3 Very poor to poor |
|--|-------------------------------------|-------------------------|-------------------------------------|
| 1. Physical Environment. The amount and quality of space and privacy afforded to people; the temperature, noise and comfort levels. | 21% -8% | 17% -3% | 63%* +10% |
| 2. Learning Resources Numbers, quality and availability of training and development staff, books, films, training packages, IT facilities, equipment, etc. | 52% -28% | 21% +7% | 26%* +20% |
| 3. Encouragement to learn The extent to which people feel encouraged to have ideas, take risks, experiment and learn new ways of doing old tasks. | 55% -28% | 23% +11% | 23%* +18% |
| 4. Communications Generally speaking how open and free is the flow of information? Do people express ideas and opinions easily and openly? | 44% -31% | 22% +9% | 35%* +23% |
| 5. Non-Monetary rewards & recognition How well rewarded are people for effort? Is recognition given for good work or are people | 35% -27% | 26% +1% | 39% +26% |

| punished and blamed? | | | |
|--|------------------------------|------------------|------------------------------|
| | Rating 5-7 Good to Excellent | Rating 4 Average | Rating 1-3 Very poor to poor |
| 6. Conformity The extent to which people are expected to conform to rules, norms, regulations and policies rather than think for themselves. | 45% -17% | 24% +2% | 31% +15% |
| 7. Value placed on ideas How much are ideas, opinions and suggestions sought out, encouraged and valued? | 52% -20% | 25% +20% | 23% +15% |
| 8. Practical help available The extent to which people help each other, lend a hand, offer skills, knowledge and support. | 83% -9% | 10% +4% | 7% +5% |
| 9. Warmth and Support How friendly are people in PSNI? Do people support, trust and like one another? | 73% -14% | 17% +7% | 10% +8% |
| 10. Standards The emphasis placed upon quality in all things; the extent to which people set challenging standards for themselves and each other | 74% -14% | 20% +9% | 6% +5% |

Table 4: Summary of Learning Climate responses from Time 2 with comparison data from Time 1.

*Due to rounding errors the total of these percentages are either over or under by 1%.

4.3 Encouraging Results

4.3.1 An initial glance at the data indicates a drop in the percentage of students giving good to excellent ratings for each of the questionnaire items. However, most ratings still remain fairly high. In particular Item 8, *Practical Help Available* (83%), Item 9, *Warmth and Support* (73%) and Item 10, *Standards* (74%) receive a large percentage of good to excellent ratings.

4.3.2 The **trainers** have been continuously commended for their **approachability and willingness** to help students. They provide support for students and appear to have genuine **empathy** for the students and the pressure they are under.

“The tutors have done their best, have taken on student concerns, and they tend to be more relaxed and informal.”

“The trainers have been supportive, seem to appreciate how difficult it is for us”

“All tutors are more than approachable and treat you like an equal not a student.”

- 4.3.3** In many interviews **camaraderie** was mentioned as one of the greater gains in joining PSNI. Colleagues appear to provide the necessary peer support and are also a good learning resource.

“My colleagues are the best part, the people in my class.”

“Team working is very good...it’s good you don’t feel you are on your own, in particular with files and prosecution”

- 4.3.4** Discussions with students about the course identify that students are happy with the **challenges** they face. They are willing to learn and keen to develop new skills.

“It has been challenging.”

“It has been rewarding mastering things that I have not known anything about before.”

“The training tests a wide range of skills including resilience and communication skills.”

- 4.3.5** The interviews gave an opportunity to gather more detailed information than could be captured by the questionnaire. These interviews gave rise to a number of additional areas, which were highlighted as positive aspects of the current learning climate.

- Almost without exception interviewees were happy with the **training content**. As previously stated they found the content relevant and challenging. Students highlighted enjoying particular modules such as Crime and Traffic and enjoy the way syndicates are broken down into three-week periods giving them time to focus on particular areas.
- Individuals enjoyed the **diversity** of the course and the **variety** of topics covered. Students found the **challenge** of mastering new skills and knowledge rewarding and are finding themselves becoming more confident as their competence grows. The aspects of the training content that students were not content with are discussed in “Areas in need of improvement”.
- Interviewees gave positive feedback as regards the **methods of training**. In particular, students enjoyed practicals and the use of role-plays, finding this

method of teaching very useful in consolidating learning. In addition, the PDP's have been cited as a good learning tool for identifying weaknesses, although they have been criticised for being too time consuming. Students also mentioned that they found the guest speakers helpful especially with reference to learning about community expectations and policing skills.

- Interviewees continually complemented the standard of the trainers within Foundation Faculty. Students reported them to be helpful, knowledgeable and encouraging. The majority of students feel they can approach trainers for assistance and that trainers will do all that they can to help. The opportunity to experience different trainers and different teaching styles was also well received by students.

4.3.6 In comparison to the Time 1 findings Item 8, *Practical help available*, Item 9, *Warmth and support* and Item 10 *Standards*, continue to receive the highest positive ratings. However, although these items top the list for Learning Climate each of them have a lower percentage than that obtained at Time 1. In fact every item rated as good or excellent on this occasion received a lower score when compared to Time 1.

4.4 Areas in Need of Improvement

4.4.1 The quantitative questionnaire data highlighted particular areas in the learning environment that students are not happy with. A high percentage of students rated these areas as poor or very poor. The top three poorly rated areas include Item 1, *Physical Environment* (63%), Item 4, *Communication* (35%) and Item 5, *Non-Monetary rewards and Recognition* (39%). Interviewees also mentioned dissatisfaction with these same areas.

4.4.2 Both the qualitative and the quantitative data (interviews and open-ended section of the questionnaire) emphasis a serious need to improve the **physical environment**. In particular the data highlighted difficulties with the lack of study facilities, noise when trying to study, a small library, a lack of IT facilities, uncomfortable and cramped living accommodation and a lack of healthy food options. This finding is very similar to the findings of Time 1 and is elaborated on at the end of this section.

"The bunk beds are uncomfortable".

"The library you couldn't swing a cat in".

"No designated study areas. You need to battle to get a space in a classroom and the bedrooms are no good to study in."

4.4.3 Questionnaire responses indicate a problem with **communication** and the flow of information in the training environment. Interview data highlighted that communication between trainers is a particular problem and that there is a need for more consistency in the information given by trainers.

4.4.4 The third area to receive a low rating in the questionnaire was **non-monetary rewards and recognition**. However the interview sample did not emphasize this area as one they were particularly dissatisfied with. Any references to a need for increased recognition were mentioned in relation to receiving feedback.

“Get feedback on multiple choice so we are aware of what law we need to learn better.”

“Need more individual feedback.”

4.4.5 As previously stated the interview data provided supplementary information on areas of the learning climate that were not captured in the questionnaire. They are as follows:

- There appeared to be feelings of **insecurity** amongst some individuals interviewed. They feel apprehensive because their performance is assessed in part by an exam. If they fail this assessment and they fail the repeat assessment they will not be able to continue their career with the PSNI. Some feel afraid to do things in case it is the wrong decision and they are asked to leave, as they have seen this happen to others.
- As detailed above most students found the **training methods** adopted useful. However there were some specific areas that students identified as in need of review:
 - ✓ The repetitive use of flipcharts and PowerPoint in the classroom leading to boredom and loss of interest.
 - ✓ Too much group work.
 - ✓ Inconsistency between trainers giving their own views and what the class notes cover and inconsistency over what different trainers emphasise as important.
 - ✓ Having other students' research and present topics.
- Scheduling has been highlighted as an area in need of attention. Some students find there is a lot of time wasting due to unnotified changes in timetabling and guest speakers not turning up. Furthermore, students have highlighted a problem with time allocation, with more time given to irrelevant topics in the classroom and less time given to the more difficult and important topics. Similarly, some interviewees found there was inadequate time given to the

relevant guest speakers and too much time given to other speakers. Further problems exist with the lack of provision of P.E. classes. Student officers feel these classes need to be scheduled into the timetable more often to help them retain their fitness levels.

- The **course structure and organisation** does not appear to be suiting some students' needs. Interviewees report that the first part of the course appears to be too easy going and the latter half too intense. Student officers have also highlighted a need for better timetabling to allow them time to study outside the classroom. Some individuals suggested bringing the PDP deadline forward to allow more time to study for exams.
- Students have reported that the **PDP** is taking up far too much time and is detracting the focus from other important aspects of the course. Students are describing it as a number crunching game, which is driving some individuals to lie and cheat to get it done. Students appear to hold little value in the PDP's and some have expressed a preference for assessment by another means. Furthermore, interviewees have indicated that there appears to be variation in expectations and instructions from trainers. They have stated that they need better explanations and guidance on how to do self-reflection.

Problems with the PDP's were brought up by all six intakes. Furthermore in the open-ended section of the questionnaire in response to the questions, *what do you most dislike about your environment*, and *what three changes do you feel would most help to improve your work environment?* the PDP's were persistently mentioned as a problem creating too much paper work.

- 4.4.6** In comparison to the Time 1, the percentage of individuals rating an item as either poor or very poor increased across all items. Similarly, positive responses have dropped for every item. Negative responses to Item 2, *Learning Resources*, Item 4, *Communication* and Item 5, *Non-Monetary rewards and Recognition* have increased by 20% or more. Negative responses to Item 1, *Physical Environment* have increased by 10%.

Almost every area highlighted in the Time 1 report as in need of improvement arose again in the current analysis. In an analogous pattern to the Time 1 data Item 1, *Physical environment*, remains the single item that more than 50% of respondents scored as poor or very poor. Similarly the PDP's and scheduling continue to be areas of great concern for students.

4.5 Students Perceptions of Feeling Equipped for the Role

4.5.1 In response to the interview question, *to what extent do you feel equipped to fulfil the requirements of the role now?* Interview responses fell into one of four categories.

Category 1:

A number of students felt the training they receive in Garnerville will not equip them for life on the streets. They would prefer a more realistic environment with more focus on practicals.

Category 2:

Some students were unsure. They stated they didn't know what to expect when they go out to the DCU's and didn't feel ready to handle the public. This group felt they had spent too much time on the PDP's instead of studying 'real police' subjects.

Category 3:

The third category refers to those that are keen to learn more. These individuals felt that training has equipped them with the basics. Although they know a lot more than they did 19 weeks previously they felt they still had a lot to learn in terms of dealing with incidents. They also stated that they found the training environment a little fake. They have aspirations to learn much of what they need from their tutor constable and other officers.

Category 4:

Students in the final category were confident in their own abilities. They felt confident and well equipped with a good knowledge of the law.

The majority of students fell into categories 3 and 4, which indicates that the most of students felt they were either keen to learn more or were confident in their abilities.

4.6 Overall Learning Climate Score

4.6.1 As outlined in the previous report it is possible to assess the overall learning climate score. It is recommended that organisations aspiring to become learning companies should aim for an average score between 50-70 (minimum score is 10 and the maximum is 70). The overall mean score across the six intakes at Time 2 is 39.63. This score falls below the recommended range. Furthermore this is also 5.98 points lower than the previous learning climate mean score from Time 1 of 45.61.

As outlined in the previous section, the percentage of individuals rating questionnaire items as good or excellent has fallen for every item.

Similarly, the percentage of students giving poor or very poor ratings to questionnaire items has increased across every item. This has contributed to lowering the overall learning climate score.

Finally, it is worth considering the context in which students completed the questionnaire. The questionnaire was distributed to students in their 19th and 20th week of training at Garnerville. At the time students were preparing for exams at week 21. Hence, it is reasonable to consider that the stress and time constraints presented to student at this stage could have had a negative impact on their learning climate perceptions.

4.7 Differences Due to Variables

- 4.7.1** Looking at the data more closely in its various subgroups, some variables influenced the results leading to different overall learning climate scores. The age of the individual had an effect on how they rated the learning climate as a whole. Those aged 41+ rated the learning climate higher than any other age group (18-24 = 40.44, 25-30 = 38.93, 31-40 = 39.40 and 41+ = 47.3). Roman Catholics (RC) scored the learning climate slightly higher than Protestants (P) (RC = 40.05, P = 39.18). Those with family members who had served in the police rated the learning climate slightly higher than those who did not (with = 40.5, without = 38.86). Finally, those with lower levels of education had a higher learning climate mean than those with A-levels or higher (40.88 and 39.18 respectively).
- 4.7.2** In comparison to the Time 1 scores, age group, community background and levels of education continue to affect scoring. The differences in means have remained in the same direction. Unlike Time 1, gender did not lead to differences in learning climate scores on this occasion.

4.8 Summary Table

| Sub-section | Areas highlighted |
|--|--|
| Overall Learning Climate Score | <ul style="list-style-type: none"> • Learning organisations should aim for a score between 50-70. • The overall mean score across the six intakes at Time 2 is 39.63. • This score is 5.98 points lower than the previous learning climate mean score from Time 1. |
| Encouraging Results | <ul style="list-style-type: none"> • Practical Help Available (Item 8) • Warmth and Support (Item 9) • Standards (Item 10) • Training content |
| Areas in Need of Improvement | <ul style="list-style-type: none"> • Physical environment (Item 1) • Communication (Item 4) • Non-monetary rewards and recognition (Item 5) • Insecurity • Scheduling • Course structure and organisation • PDP's • Training methods |
| Students Perceptions of Feeling Equipped for the Role | <ul style="list-style-type: none"> • Four categories. The majority of students were either keen to learn more or confident in their abilities. |
| Comparative Results | <ul style="list-style-type: none"> • Positive ratings dropped and negative ratings rose for every learning climate question. • Specific issues highlighted in Time 1 continue to be a cause of concern for students i.e. physical environment, PDP's and scheduling |
| Differences Due to Variables | <ul style="list-style-type: none"> • The variables; age, religious background, family connections to the police and education all lead to differences in ratings. |

Table 4.2: Summary table of Learning Climate results.

5 Feelings of Job Satisfaction

5.1 The second part of the questionnaire measured levels of job satisfaction among new recruits. Questions were derived from a review of established job satisfaction questionnaires as well as from data gathered from a recent MSc project into morale and motivation within the Police Service.

5.2 The percentage of student officers indicating levels of job satisfaction with various aspects of their work is provided in Table 4.1. The responses are based on 285 student officers from the first six intakes. Figures in bold refer to the current Time 2 responses. The figures beneath them indicate the percentage difference between Time 1 and Time 2 data.

| Please rate your satisfaction with each of the following aspects of your job. | Satisfied or Very Satisfied | Undecided | Dissatisfied or Very Dissatisfied |
|--|------------------------------------|--------------------|--|
| 11.The financial rewards you receive for doing your job | 67% -3% | 22% -2% | 11% +6%* |
| 12.The competitiveness of your pay and benefits when compared with people of your own age in other organisations | 67% -7% | 24% +4% | 8%* +2% |
| 13.The feedback you receive on your performance | 69% +5% | 22% -7% | 10%* +2% |
| 14.The recognition you get from your immediate manager for a job well-done | 58% -4% | 27% -7% | 14%* +11% |
| 15.Opportunities for career progression & promotion | 74% +9 | 25% -8% | 1% same* |
| 16 Your job security | 61% -6% | 28% same | 11% +5%* |
| 17. You ability to do the job without undue stress | 32% +1% | 44% -6% | 24% +5% |
| 18. Your ability to balance work and family/personal life | 33% -3% | 35% -4% | 32% +6%* |
| 19. Your satisfaction with everyday work | 69% -4% | 28% +5% | 4%* +1%* |
| 20. The levels of challenge and variety in your job | 84% -4% | 13% +2% | 3% +2% |
| 21. The administrative work required of you | 21% -15% | 26% -8% | 53% +23% |
| 22.Opportunities for personal growth within the job | 65% -5% | 34% +6% | 2%* +1%* |
| 23. Your ability to influence events | 26% -9% | 54% -1% | 20% +11%* |

| Please rate your satisfaction with each of the following aspects of your job. | Satisfied or Very Satisfied | Undecided | Dissatisfied or Very Dissatisfied |
|---|-----------------------------|-------------|-----------------------------------|
| 24. Freedom and autonomy to adopt your own approach | 33% -2% | 48% -5% | 19% +7% |
| 25. The help and support available from your immediate manager | 69% -11% | 25% +7% | 6% +4% |
| 26. The extent to which your manager listens to and respects your ideas | 57% -20 | 36% +15 | 7% +5% |
| 27. Your manager's commitment to implementing change | 47% -13 | 47% +8% | 6% +5% |
| 28. The organisations readiness to embrace change | 52% -6 | 38% same | 10% +6% |
| 29. The presence of supportive colleagues | 86% -6 | 9% +2% | 5% +4% |
| 30. Opportunities to effectively serve the public | 68% -1% | 31% +2 | 2%* same* |
| 31. Freedom to challenge colleagues and supervisors when you feel it is appropriate | 46% -15 | 33% +3% | 21% +12% |

Table 4.1: Summary of job satisfaction response from Time 2 with comparison data from Time 1.

*Due to rounding errors the total of these percentages are either over or under by 1%.

5.3 Encouraging Results

5.3.1 Overall the questionnaire results are positive. Students appear satisfied with most aspects of their job. The top three items to receive a particularly high percentage scores were: Item 29, *The presence of supportive colleagues* (86%), Item 20, *The level of challenge and variety in their job* (84%), Item 25, *Opportunities for career progression and promotion* (74%).

In addition to these, other items also received relatively high scores including: Item 13, *The feedback students receive on their performance* (69%), Item 19, *Students satisfaction with everyday work* (69%), Item 25, *The help and support available from their immediate manager* (69%), Item 30, *Opportunities to effectively serve the public* (68%), Item 11, *The financial rewards students receive for doing their job* (67%), Item 12, *The competitiveness of their pay and benefits when compared with people of their own age in other organisations* (67%), and lastly Item 22, *Opportunities for personal growth within the job* (65%).

It is worth noting that all the issues highlighted in the questionnaire as areas of particular satisfaction are almost identical to the results found in the qualitative analysis of the interview data. This consistency helps emphasis the strength of these perceptions. Below are some of the areas

that received positive ratings on the questionnaire and were also supported by interview data.

- 5.3.2 Questionnaire responses identified a large majority of students were satisfied with the **financial rewards** they receive for doing their job. They found their pay and benefits competitive when compared with people of a similar age in other organisations.

“Pay is good and we’ll be getting a pay rise in September. The money is good for a young person like me.”

“You get fed and the wages are good.”

- 5.3.3 Students were particularly satisfied with the opportunities for **personal growth within the job**. This area was highlighted during interview across all intakes and questionnaire results support this finding. Students feel they have learned extensively over the previous 19 weeks. They have learned about their strengths and their weaknesses.

“I get to learn about my weaknesses. In my last job I only saw strengths. It can be a little soul destroying at times but it is good for you.”

“I have grown as a person, my attitudes, my opinions have never been tested on such different aspects and a number have changed.”

- 5.3.4 Students appear happy with the **day-to-day aspects** of their job. In particular a large majority of students have emphasised particular satisfaction with the **challenges and variety** presented to them. Qualitative data from the questionnaire also identifies the challenges and variety as some of the best aspects of the job.

“I have really enjoyed P.E. and certain lessons, particularly CARE.”

“It’s the most difficult thing I have done. It’s character building and the job will be even better.”

“The variety attracted me and there aren’t many jobs like that.”

- 5.3.5 Students have rated highly the amount of **help and support available from management** and in particular from the trainers.

“The trainers have been very nice and helpful...”

"I enjoy that they leave you to get on with your work. They treat you like an adult many times I have gone to a trainer and there is no problem."

5.3.6 The questionnaire item pertaining to satisfaction with the **presence of supportive colleagues** received the largest majority agreement from students. Similarly interview data and qualitative questionnaire data support this finding and highlight positive perceptions towards meeting new people as part of the training and forming good friendships.

"Meeting new people, I have made some good friends and would like to stay in touch with them, there has been good camaraderie and teamwork."

"A lot of friendships have been started, and have lasted. It has been good craic."

5.3.7 Students indicated particular satisfaction with the opportunities available to them to **effectively serve the public**. Students are keen to make a difference and to deal with real incidents and help people in the community. The opportunity to help others is also cited in the open-ended question data as one of the best aspects of the job.

"I enjoy the status of being a police officer. I like to think I'll be helping people as well as arresting criminals."

"(I am) looking forward to going out and doing it, meeting people, talking to people."

5.3.8 In comparison to the Time 1 results a number of items increased in the percentage of positive responses. These included Item 13, *The feedback students receive on their performance*, Item 15 *Opportunities for career progression and promotion* and Item 17, *Students ability to do the job without undue stress*. However positive responses to every other item have dropped in comparison to Time 1. It should also be noted that although there is a slight improvement in the percentage of positive responses to Item 17, *Students ability to do the job without undue stress*, it still remains a very low percentage. This particular result can be deceptive as it is not as encouraging as it initially appears.

Some specific areas highlighted in Time 1 as areas of great satisfaction for students continue to be positive reinforcers for students.

- The financial rewards
- The challenge and variety of the work
- The camaraderie

- The opportunity to serve the public and make a difference.

5.4 Areas in Need of Improvement

5.4.1 The questionnaire data unveiled some areas that students are not satisfied with, which are outlined below. Most of these areas are supported by interview data and give more credence to the problem areas.

5.4.2 Over 50% of questionnaire respondents stated they were either dissatisfied or very dissatisfied with the amount of **administrative work** required of them. This result is supported by the responses to the open-end questions included in the questionnaire. The amount of paperwork required of students was continually suggested as an area that students particularly dislike and would like to see changed. This is also echoed in the interview data with particular reference to the **PDP's**. It appears the PDP's are over the top and putting excessive amounts of pressure on students. Furthermore students feel too much emphasis is put onto them.

“The PDP's are a major thing on everybody's mind at the minute, if so much emphasis is placed on them we should be given more time to do them.”

“The PDP's, I don't know why there is such a strong emphasis on them...”

“...The PDP's are hanging over you, you have all the class work to do as well as prepare for exams”

5.4.3 Students have identified job related **stress** and a **poor work-life balance** as a source of much dissatisfaction. There is a feeling that training is infringing on their personal lives, effecting their relationships and family. Students feel they have little time for themselves. For some individuals these problems mean that choosing to have a family in the future may mean they will have to leave the service, as their family would take priority.

“(I dislike) the fact that the job will take precedence and I will have to do awkward shifts. (I) hate to think that the job will dominate my life.”

“If I go out into a section there is no way I could stay if I had a family.”

“(You have) no time at all”

5.4.4 In addition to the points highlighted above, the interview data provided supplementary information on other areas that students were not satisfied with.

- Every intake emphasised concerns about their **personal security**. There appears to be astonishment at the harsh reality that some individuals want to

harm officers. There is also a feeling that it was only after a serious incident that the students' security briefs became adequate.

"We should get a proper briefing on day one, not just the little red book. (We) need to know what an under car booby trap looks like....I ask my other half to explain security things to me." (Fiancée in the military)

"Once we put on the uniform and step outside, there will be people out there who would like to kill us..."

"It is not pleasant to be told every Friday where you can't go and who has made threats."

- The **flow of information** through the organisation is proving to be an area of dissatisfaction amongst students, with individuals finding it difficult to obtain information.

"There is no flow of communication, everything is learned from overhearing."

"...(You) always have to push / search for information."

"Communication among trainers (is inadequate) e.g. start times for exams. (We) didn't know this until the last minute."

- 5.4.5** As previously stated, aside from three items on the questionnaire the percentage of positive responses to individual items has dropped when compared to the Time 1 findings. In particular some items dropped by a sizeable amount. Items 21, *The administrative work required of you*, Item 25, *The help and support available to you from your immediate manager*, Item 26 *The extent to which your managers listens to and respects your ideas*, and Item 27, *Your managers commitment to implementing change*, all dropped by over 10% and in some cases 20%.

Many of the negative issues raised in the Time 1 report remain issues at this reporting stage. These include:

- Administration and paperwork
- Stress levels
- Balance of work and family life
- Security issues

5.5 Students Motivation for coming into training each day

5.5.1 In response to the question *what motivates you coming in each day?* Student responses feel into two categories.

1. The nature of the job is a great motivator for students. They perceive the job as being worthwhile. They see fighting crime as a good cause and want to be a part of it. They are looking forward to working with the public and making a difference. They are also looking forward to the variety of the job and working outdoors.

“Crime fighting it’s a good cause.”

“I like moving about and not being stuck in an office.”

“(It’s a) good organisation, I want to be a part of it.”

“I can make a difference to peoples lives and to the community.”

2. Students are particularly looking forward to finishing their training and becoming police officers. They are keen to start work on the streets.

“I want to be a police officer.”

“I want to get my exams and do the job well...”

“(I am looking forward to) getting my exams and becoming attested and getting my training finished.”

“(I am looking forward to) Doing my time and getting out and doing the job.”

5.6 Differences Due to Variables

5.6.1 Analysis of the quantitative findings indicates there are a number of significant differences between variables on various items in the questionnaire.

- More males were satisfied with the organisation’s readiness to embrace change than females. A higher percentage of females were very satisfied with the presence of supportive colleagues when compared with their male counterparts.
- Those that were married/co-habiting were more undecided about the amount of recognition they received from their immediate manager than others who were single/separated/divorced/widowed. Similarly those that were

married/co-habiting were also more undecided about the help and support available to them from their immediate manager.

- Significantly more individuals aged 40+ were either satisfied or very satisfied with the financial rewards for doing their job than any other age group. A higher number of students aged 18-24 were either satisfied or very satisfied with the competitiveness of their pay and benefits than any other age group.
- A higher proportion of Protestants were dissatisfied with their job security than Roman Catholics. Individuals who did not have a family member who had served with the police were more undecided about their job security than those that did.
- Those that had previous experience were more satisfied that they would have the ability to do their job without undue stress. Whereas students that did not have previous police experience were more undecided that they would have the ability to do their job without undue stress.
- A higher proportion of those without previous police experience were dissatisfied with the amount of administrative work required of them. A higher proportion of those with experience were satisfied with the amount of administrative work in the job. This result could possibly be due to more realistic expectations on the part of those with experience.
- A higher percentage of those without previous police experience were very satisfied with the presence of supportive colleagues than those with experience.
- Finally, students who had lower levels of education were more satisfied with the organisation's readiness to embrace change than those with higher levels of education (A Levels +). Similarly, those with higher levels of education were more dissatisfied with the organisations readiness to embrace change.

5.6.2 We can see from the above that all the variables recorded in this study; gender, age, previous police experience, community background, family history, education and marital status influenced and created differences in how satisfied students are in their current role.

5.7 Summary Table

| Sub-section | Areas highlighted |
|--|--|
| Encouraging Results | <ul style="list-style-type: none"> The three items to receive the highest percentage of positive responses were Item 29, <i>The presence of supportive colleagues</i>, Item 20, <i>The level of challenge and variety in their job</i>, Item 25, <i>Opportunities for career progression and promotion</i>. In addition these results emphasised satisfaction with financial rewards, opportunities for personal growth, challenge and variety, support from management, supportive colleagues and the opportunities to serve the public |
| Areas in Need of Improvement | <ul style="list-style-type: none"> Stress (Item 17) Work-life balance (Item 18) Administration work and PDP's (Item 21) Inability to influence events (Item 23) Lack of freedom & autonomy (Item 24) The flow of information Personal security |
| Students Motivation for coming into training each day | <ul style="list-style-type: none"> The nature of the job Finishing their training and becoming police officers. |
| Comparative Results | <ul style="list-style-type: none"> Apart from items 13, 15, and 17 positive responses to individual items have dropped. A number of issues remain areas of high satisfaction for students from Time 1. These include, financial rewards, the challenge and variety of the work, camaraderie and the opportunity to serve the public and make a difference. A number of issues highlighted in Time 1 remain areas of dissatisfaction for students. These include, administration and paperwork, stress levels, the balance of work and family life and Security issues |
| Differences Due to Variables | <ul style="list-style-type: none"> All variables had an influenced and created differences in how satisfied students are in their current role. |

Table 5.2: Summary table of Job Satisfaction results.

6 Levels of Organisational Commitment and Career Aspirations

6.1 Organisational commitment is a relatively new concept and it has attracted a lot of research in recent years. This is primarily due to the influence it can have on variables such as absenteeism and voluntary turnover. Individuals who are highly committed to an organisation i.e. who buy into the organisation's goals and are highly involved in organisational life have been found to be more likely to continue working with the organisation and to have lower levels of absenteeism. In an era when PSNI is trying to continually reduce absenteeism and also retain staff from all sections of the community, it was judged appropriate to include a measure of organisational commitment within the study. Commitment was measured using well-researched psychological scales. Sample items included statements such as 'I would be very happy to spend the rest of my career with this organisation' and 'I do not feel like 'part of the family' at my organisation'.

6.2 Over all Commitment Score

6.2.1 The key finding from this report is that commitment levels remain high among students. On a scale the ranges from 6 (extremely high levels of commitment) to 30 (very low levels of commitment), the mean score for the group was 13.98. Although this score is slightly higher than the Time 1 result of 13.75, and therefore indicates a slight drop in levels of commitment among students, the difference between the two results is minor.

6.2.2 This finding is extremely encouraging. The high levels of commitment found at Time 1 were of no real surprise. They were to be expected of a group of new entrants who have successfully passed a challenging selection process and who are about to embark on a new career. However data gathering at this stage (weeks 19 & 20) has given students time to gain a more realistic perception of the organisation and judge whether they want to remain committed to it. A high commitment score that is almost equal to that found previously is a very positive reflection on the organisation and its ability to engage employees.

6.3 Sub Group Comparisons of Overall Commitment Score

6.3.1 Minor differences in commitment were found between different sub-groups. These are tabulated below. However, none of these appear to be substantial and do not indicate any areas for concern. Overall commitment is high amongst all groups.

In comparison to the previous data (Time 1) all differences are in the same direction except one. Previously the 18-24 year old group was found to have a higher level of commitment. On this occasion individuals aged 41+ had a slightly high level of commitment than any other age group.

| Organisational Commitment: Comparison of Sub Groups (Note: lower scores indicate higher levels of commitment) | |
|---|--|
| Males had slightly higher levels of commitment than females. | Male mean = 13.92 Female mean = 14.10 |
| Married/co-habiting individuals demonstrated higher level of commitment than single/separated/divorced/widowed individuals. | Married/co-habiting = 13.52 Single/sep/div/widowed = 14.45 |
| Individuals' aged 41+ had higher levels of commitment than other age groups. | 18-24 = 13.76 25-30 = 14.16 31-40 = 14.16 41+ = 11.80 |
| Protestants indicated slightly higher levels of commitment than Roman Catholics | Protestants = 13.88 Roman Catholics = 14.10 |
| Those who had previous police experience had slightly higher levels of commitment than those that did not. | Experience = 13.48 No experience = 14.10 |
| Individuals who had a family member in the police demonstrated higher levels of commitment than those without a family connection | Family history = 13.65 No family history = 14.18 |
| Students with lower levels of education had stronger commitment levels than those with higher education. | Up to GCSE/NVQ = 13.34 A Level or higher = 14.21 |

Table 6.1: Comparison of sub groups for organisational commitment.

6.4 Commitment Scores for Individual Items

6.4.1 Below are the ratings students gave for each of the individual commitment questionnaire items. The current percentage score (Time 2) is indicated in bold. The figure below indicates the percentage difference in comparison to the Time 1 results.

| | Agree / strongly agree | Undecided | Disagree / strongly disagree |
|--|-------------------------------|-------------------|-------------------------------------|
| 32. I would be happy to spent the rest of my career with this organisation | 77% -10% | 22% +9% | 2% +2% |
| 33. I really feel as if the organisations problems are my own. | 37% -5% | 36% +5% | 27% +1% |
| 34. I do not feel a strong sense of belonging to the organisation. | 9% +1% | 18% -4% | 73% +3% |
| 35. I do not feel emotionally attached to the organisation. | 14% -2% | 28% -1% | 58% +3% |
| 36. I do not feel like part of the family at my organisation. | 10% +7% | 29% +3% | 61% -6% |

| | | | |
|---|-------------------------------|-------------------|-------------------------------------|
| 37. This organisation has a great deal of personal meaning to me. | 69% +3% | 24% -2% | 8% Same |
| | Agree / strongly agree | Undecided | Disagree / strongly disagree |
| 38. I find that my values and the organisations values are very similar. | 66% -8% | 28% +5% | 6% +3% |
| 39. I talk up this organisation to my friends as a great organisation to work for. | 62% -4% | 24% +1% | 14% +3% |
| 40. I am willing to put in a great deal of effort beyond that normally expected to help this org succeed. | 87% -2% | 11% +2% | 1% Same |
| 41. I am proud to tell others that I am part of this organisation. | 63% -4% | 23% +2% | 14% +2% |
| 42. Deciding to work for this organisation was a definite mistake on my part. | 2% +1% | 10% +4% | 89% -5% |
| 43. Taking everything into account, I am optimistic about the future of policing in Northern Ireland. | 67% -10% | 28% +8% | 5% +2% |

Table 6.2: Summary of organisational commitment response from Time 2 with comparison data from Time 1.
*Due to rounding errors the total of these percentages are either over or under by 1%.

6.5 Encouraging Results

6.5.1 As previously stated the overall organisational commitment score is very positive. Looking at the questionnaire items individually there are a number of areas related to commitment that students' rated highly.

The top three items to receive the highest ratings from students were Item 40, *I am willing to put in a great deal of effort beyond that normally expected to help this organisation succeed* (87%), Item 32, *I would be happy to spend the rest of my career with this organisation* (77%), and Item 37, *This organisation has a great deal of personal meaning to me* (69%).

Similarly, significant numbers of students disagreed with statements such as Item 34, *I do not feel a strong sense of belonging to the organisation* (73%), and Item 42, *Deciding to work for this organisation was a definite mistake on my part* (89%).

- 6.5.2** Interview data supports the finding that students feel a **strong sense of belonging** and feel they fit into Garnerville. The friends they have made, helpful trainers and living in Garnerville aid this feeling of belonging. They feel part of the organisation and wanted.

“I will be sad to leave here (Garnerville), it’s home and it’s safe. I have had some great times.”

“I feel I fit into Garnerville, our little community...”

“I have real pride in the organisation, you feel you are never off duty, but it is something that other people don’t understand.”

- 6.5.3** Many of the students interviewed mirrored the quantitative findings and viewed their job in the PSNI as a **career and intend staying** until retirement. They want to move up the ranks and gain promotion. They feel it’s what they wanted and they want to stay for as long as possible.

“I would like to stay and work my way up.”

“This is what I always wanted to do, on the 5th of April (graduation) I will be there”.

“I feel cut out to be a police officer and will be doing this until I retire.”

- 6.5.4** In comparison to the Time 1 results, there are a number of items that have increased in the percentage of students giving them positive responses. The number of individuals disagreeing with such statements such as Item 34, *I do not feel as strong sense of belonging to the organisation*, and Item 35, *I do not feel emotionally attached to the organisation*, has increased. Furthermore, the number of students agreeing with the Item 37, *This organisation has a great deal of personal meaning to me*, is greater than before.

6.6 Barriers to Commitment

- 6.6.1** Although commitment among students is high the study has uncovered some barriers.

- 6.6.2** For some, commitment to the organisation appears to be **dependent on various factors**. Most individuals plan to stay with the organisation, however some have identified reasons that would make them reconsider their position. These include the troubles escalating, family commitments being affected, the job not matching expectations or the job the making an individual unhappy for whatever reason.

“If it is not what I expect I won’t stay, but I’m hoping it will be good.”

“(I’ll stay) as long as family commitments aren’t affected. I won’t pay a child minder.”

“(I) would like to remain, the only thing that would contribute to me leaving, is if the troubles were to escalate again.”

- 6.6.3** For other students there is a feeling that they **do not fully belong to the organisation until they are attested** and become constables. At this point their sense of belonging extends to just Garnerville. For some there is a barrier to belonging as long as they have to complete exams, as students’ could fail them and be asked to leave. For others the barrier is the whole probation period.

“The closer I get to exams the more I feel a belonging, I still don’t feel a total belonging as I am not a police officer yet.”

“At the minute I feel I belong to Garnerville, when I am a constable in PSNI walking through the gates, I can then say I belong.”

“At the moment I don’t (feel I belong), if you fail you exams you’re out. You give up so much to be here and they still throw you out at the slightest thing.”

- 6.6.4** Many students are finding the **workload** very heavy, especially as a result of the **PDP’s**. Some find the nature and **environment** of the training less than conducive to having a family or partner, and others are unsure about their own ability to do the job.

“There have been times when I have sat there, especially over the PDP’s and questioned it. At times I momentarily felt it (a lack of commitment), I never expected there to be this much.”

“Families haven’t been made part of it, people with families are at a disadvantage when trying to make time.”

“Sometimes I think I can’t do this, even though I am not sure what it is I can’t do as I don’t know enough about the actual job.”

6.6.5 A large proportion of individuals were undecided about particular factors on the commitment questionnaire. These included Item 33, *I really feel as if the organisations problems are my own* (36%), Item 35, *I do not feel emotionally attached to the organisation* (28%), Item 36, *I do not feel like part of the family at my organisation* (29%), Item 38, *I find that my values and the organisations values are very similar* (28%), and Item 43, *Taking everything into account I am optimistic about the future of policing in Northern Ireland* (28%).

However, it is still early days in terms of students' experience of the organisation and individuals may be reserving their judgement until they have spent some time in the DCU's.

6.6.6 In comparison to the Time 1 results negative responses have increased in relation to a number of items. These items hint at possible additional barriers to commitment. They include Item 36, *I do not feel like part of the family at my organisation*, Item 38, *I find that my values and the organisations values are very similar*, and Item 39, *I talk up this organisation to my friends as a great organisation to work for*. In addition to this, positive responses to individual questionnaire items have decreased for every item except the three mentioned in the previous section.

6.7 Differences Due to Variables

6.7.1 The individual commitment questions had some variation due to different variables. Those that were statistically significantly different are listed below:

- More females disagreed with Item 36, *I do not feel like part of the family at my organisation*. Furthermore, more females agreed with Item 37, *This organisation has a great deal of personal meaning for me*.
- Significantly more Catholics strongly agreed with Item 43, *I am optimistic about the future of policing in Northern Ireland*. This is the same result that was found in Time 1 for the same question.
- Individuals who had police experience were more likely to strongly agree with Item 32, *I would be happy to spend the rest of my career with this organisation*, than those without previous police experience. This is similar to the findings at Time 1. Additionally, more individuals with police experience disagreed with Item 35, *I do not feel emotionally attached to this organisation*.
- Corresponding to the Time 1 findings a higher number of students who had a family member that had served with the police strongly agreed with Item 37, *This organisation has a great deal of personal meaning for me*, than those without a family connection.

- More students with lower levels of qualifications agreed with Item 40, *I am willing to put in a great deal of effort beyond that normally expected to help this organisation succeed*, than individuals who had A Levels or higher.
- Age and marital status did not result in any significant differences in organisational commitment.

6.8 Students Current Hopes and Expectations for a Career in PSNI.

6.8.1 Students' current hopes for their future in PSNI split into four areas.

- Many students are currently focusing their energies on passing their exams. They want to successfully complete the remainder of their course / probation.

"I want to pass my exams on Monday, (I'm) not even looking past then."

"(I am looking forward to) getting my probation period out of the way."

- Some students see a career ahead for themselves in PSNI and hope to specialise in one area, while others want to try working in lots of different areas before specialising.

"I would like to go and work in a specialist unit..."

"I would like to do a bit of everything before deciding which area to specialise in."

- Others are keen to move up the ranks and go for promotion as soon as possible. Some want to get their Sergeant exams and go for accelerated promotion.

"I am aware of the channels available, I want to get my Sergeants exams and go for accelerated promotion."

"I want to get promoted, I would love to be a Sergeant..."

- Several students are looking forward to getting out into the 'real world', working as part of a team and getting on with their job. They want to be a good constable.

"I would like to be a good constable before anything else."

"I want to get out there, crack on and do as well as I can do."

6.8.2 Although those interviewed were keen to progress and do well within PSNI, they stated they had some reservations in relation to achieving their goals.

Reservations varied greatly. Some students appear to have a lack of confidence in achieving their goals. The students feel they don't want to let themselves down. They have a fear of getting things wrong and need/want to have more confidence in their own ability. Others are concerned that certain areas of specialisation may be done away with, limiting their opportunities to core policing.

The largest response in relation to reservations holding students back from achieving their career goals appears to be a perceived inadequacy in training. There is the feeling that the environment is too unrealistic and the material covered is not be as relevant as it could be.

“(I) fear others (in the DCU) will not see us as well trained as they are...”

“Bread and butter policing has been skirted over in the last 10 weeks, there is just so much that you need to learn in policing.”

6.9 Summary Table

| Sub-section | Areas highlighted |
|--|---|
| Over all Commitment Score | <ul style="list-style-type: none"> The overall commitment score was 13.98. This remains a positive result. |
| Sub Group Comparisons of Overall Commitment Score | <ul style="list-style-type: none"> Some differences due to variables. None of these appear to be substantial and do not indicate any areas for concern. |
| Encouraging Results | <ul style="list-style-type: none"> High scores for Items 40, 32, & 37. A large amount of students disagreed with statements in Items 34 & 42. Interview data mirrored these results and found students had a strong sense of belonging and wanted a career and intend on staying with PSNI |
| Barriers to Commitment | <ul style="list-style-type: none"> Commitment dependent on troubles escalating, family commitments, job not matching expectations or the job not making the individual happy. Some students do not feel they fully belong to the organisation until they are attested Large workload and PDP's Constrictive environment |
| Comparative Results | <ul style="list-style-type: none"> A number of items have increased in the percentage of students giving them positive responses, including Items 34, 35 & 37. Negative responses have also increased for a number of items including Items 36, 38 & 39. |
| Differences Due to Variables | <ul style="list-style-type: none"> All variables except for age and marital status had an influence on rating of individual questionnaire items. |
| Students Current Hopes and Expectations for a Career in PSNI. | <ul style="list-style-type: none"> To pass their exams. To specialise To go for promotions To get out onto the 'real world' |

Table 5.3: Summary table of Organisational Commitment and Career Aspirations results

7 Attitudes to Diversity

7.1 Results from Individual Diversity Items

The items for the final section of the questionnaire were designed based on an analysis of previous cultural surveys and a review of the pertaining diversity issues impacting upon the organisation at present. The results for the whole group are as follows. Figures in bold refer to the current Time 2 responses. The figures beneath them indicate the percentage difference between Time 1 and Time 2 data.

| | Agree/ strongly agree | Undecided | Disagree / strongly disagree |
|---|--------------------------------------|--------------------|---|
| 44. The values of the organisation adequately emphasise the need to treat others fairly and with respect | 93% -6% | 4% +3% | 3% +3% |
| 45. Overall, I think PSNI is an organisation, which takes equal opportunities seriously. | 92% -3%* | 7% +4% | 1% Same |
| 46. On a day-to-day basis, I feel my colleagues at work treat me with respect and dignity. | 89% -6% | 10% +5% | 1% +1% |
| 47. I enjoy a harmonious working environment and atmosphere at PSNI. | 78% -5 | 17% +1 | 5% +4 |
| 48. I see protection of human rights as a fundamental part of my job. | 97%* +1* | 3% Same | 1% Same |
| 49. My immediate work colleagues are committed to treating all members of the public fairly. | 88% -1* | 10% Same | 2% +2 |
| 50. My immediate supervisors are committed to actively promoting and valuing diversity in the workplace. | 94% -4 | 5% +3 | 1% +1 |
| 51. The organisation talks a lot about diversity but rarely does anything about it. | 6%* +3* | 18% +2 | 75% -6 |
| 52. The physical environment is sufficiently neutral in terms of not promoting a particular political or religious perspective | 85% -6 | 9% +3 | 6% +3 |
| 53. There are aspects of the physical or working environment that I find intimidating or offensive. | 7%* +2* | 10% -2 | 82% -1 |
| 54. Contentious issues are openly explored and debated in a non-threatening manner. | 61% -4* | 19% -2 | 20% +7 |
| 55. Harassment of any kind is not tolerated in this organisation. | 92% -2 | 6% +2 | 2% Same |

Table 4.1: Summary of diversity response from Time 2 with comparison data from Time 1.

*Due to rounding errors the total of these percentages are either over or under by 1%.

7.2 Encouraging Results

7.2.1 Across all questions these results indicate that students are content with the way the organisation handles and promotes diversity. Compared to the Time 1 findings the number of individuals responding positively to items has decreased for all but one item (Item 48). Although these results are lower in comparison, overall they remain very positive.

7.2.2 The top three rated areas in the questionnaire were Item 50, *My immediate supervisors are committed to actively promoting and valuing diversity in the workplace* (94%), Item 44, *The values of the organisation adequately emphasise the need to treat others fairly and with respect* (93%), and Item 48, *I see protection of human rights a fundamental part of my job* (88%). These items were the same top three rated items at Time 1 along with Item 46.

7.2.3 Interview data uncovered some additional results.

- There are lots of **open discussions** in Garnerville with a real respect for others opinions. As a result people avoid saying things they think may offend, and as time passes there are less remarks being said. However, this excludes discussions on religion. This area is discussed below.

“There is a real respect for the opinions of others. Role-players come in to address issues of diversity and things that we may encounter.”

“As time goes by people have mellowed and not as many remarks are said.”

“We’re a religious sect of our own now, that’s important. We’re working towards the same goals...”

- Students are confident that there has been **consistency in the promotion of diversity**. The rules relating to diversity have remained the same from week 1 to week 19, although things became a little more relaxed and comfortable. Students cover diversity in the PDP’s and it is integrated into the role-plays and scenarios.

“It has been more or less the same, it has been made clear at the start that you do not cross that line.”

“I think it has been more or less consistent.”

7.3 Barriers to a Diverse Environment

7.3.1 Across all diversity items positive responses were fairly high. However, of these, Item 54, *Contentious issues are openly explored and debated in a non-threatening*

manner (61%), continues from Time 1 to receive the lowest percentage of individuals who agreed or strongly agreed. Additionally, a lot of individuals were undecided about this same issue. This could possibly be because students feel they can't make a fair judgement until they have spent some time in the DCU's.

Interview data supports the finding that less people agree with Item 54 than any other item. There is the belief that **every diversity issue is discussed except religion**, and students feel in Northern Ireland it is one of the biggest problems. There appears to be a need for religious discussions to enable people to understand others. There are missed opportunities to develop this understanding, as people are scared to talk.

"Any diversity issue is talked about apart from the religious thing, this is a big issue and should be talked about...(it) is necessary to understand your own and others cultures.."

"They pass over the Protestant-Catholic thing so much, and lets face it in Northern Ireland that's what the problem is."

"There are missed opportunities to discuss issues because people are scared to talk."

In comparison to the Time 1 results Item 54, *Contentious issues are openly explored and debated in a non-threatening manner*, received an increase in the number of negative responses. This finding should be noted and monitored especially considering positive responses to this item are low in comparison to other items on the questionnaire and that there is qualitative data to support this finding. This data builds on the previous findings at Time 1 that the political correctness of Garnerville is a problem for some students who find it stifling and fake and feel the real issue of religion is ignored.

- 7.3.2** Furthermore students feel other **diversity issues are over emphasised** in Garnerville. They feel the safe learning environment is not like the real world. It appears that too much emphasis on diversity is creating issues and an awareness of differences in a negative way that students were previously unaware of. Students state it makes them stereotype individuals more. There is an overall feeling that all individuals should be treated with respect and professionalism regardless of any differences.

"In here they go on so much they draw attention to things you wouldn't have noticed before."

"In the incidents we deal with we need to identify if there is a diversity issue and thereby discriminate in the first instance in order to prove that you're not discriminating!"

7.3.3 As previously stated all but one item has dropped in the number of positive responses received from Time 1. In particular, Item 46, *On a day to day basis, I feel my colleagues at work treat me with respect and dignity*, which was one of the top three rated areas at Time one has dropped 6%. It has now fallen to become the 6th best-rated item. It does however still have a large percentage of individuals that agree or strongly agree with it (89%). All other items rated in the top three at Time 1 remain there at Time 2.

7.4 Students Feeling Threatened or Intimidated

The final question under the heading of diversity asked students if they felt under threat or intimidated due to a range of factors. The data is presented below in the form of frequencies rather than percentages. The total number of responses to this question was 283.

| I feel under threat or intimidated because of my: | Agree / strongly agree | Undecided | Disagree / strongly disagree |
|---|----------------------------|-----------------------------|----------------------------------|
| Religious belief | 11 (7 P, 3 RC)* | 24 (14 P, 10 RC) | 248* (113 P, 132 RC) |
| Political opinion | 11 (6 P, 3 RC)* | 21 (9 P, 11 RC)* | 252* (119 P, 131 RC) |
| Gender | 5 (2 M, 3 F) | 23 (8 M, 15 F) | 255 (175 M, 80 F) |
| Marital status | 3 (2 Single, 1 Married) | 15 (9 Single, 6 Married) | 265 (130 Single, 135 Married) |
| Ethnic origin | 2 | 16 | 265 |
| Sexual orientation | - | 13 | 270 |
| Disability | 1 | 2 | 146 |

Table 4.2: Summary of variables contributing to students' feelings of intimidation.

*Due to missing data some of the above sub-categories are incomplete.

7.5 Differences Due to Variables

7.6 Looking at individual items some differences occurred between various subgroups. They are as follows:

- More males found the physical environment sufficiently neutral in terms of a political or religious position than females.

- Those that were married/co-habituating were more likely to strongly disagree with Item 53, *There are aspects of the physical working environment I find intimidating or offensive*, than others who were single/sep/divorced/widowed.
- More Roman Catholics than Protestants agreed with the statement; *contentious issues are openly explored and debated in a non-threatening manner*. Individuals who did not have previous police experience were more undecided about this same item than those that had experience.
- Students with previous police experience were more likely to agree with the statement; *overall I think PSNI takes equal opportunities seriously*. Similarly students with A Levels or higher were more likely to strongly agree with this item than those with fewer qualifications.

7.6.1 No significant differences were found on items for the subgroups of age or family history / connection to the police.

7.6.2 These findings do not correlate with the findings on sub-group comparisons found at Time 1, except that there continues to be no significant differences in attitudes to diversity for items based on family history / connection.

7.7 Current Issues in Integrating New Recruits with Former RUC Officers

7.7.1 Student responses to the interview question *what are the current issues with integrating new recruits with old RUC officers?* fell into three categories.

1. A number of students reported **positive expectations** towards entering the stations as they have spoken to various constables and have heard good reports from the first intake.

"I've had a chance to talk to some constables out there. (I don't foresee any) real problems."

"I have heard good reports that the first intake are doing well out in their stations. They are young eager and will do the work!"

2. Some students are **wary of possible resentment** out in the stations. They are unsure how the old RUC will relate to the new PSNI recruits. There is a fear of what it will be like in the 'real world'.

"I hope they'll accept me and treat me just as another officer."

“(I am) a bit wary of going out, there will be people ‘for’ and ‘against’ us. There will still be a bit of resentment, when diversity comes into play, there will be a policy statement about respect, (but) people will say anything.”

3. Some students are **concerned about how they are being portrayed** out in the DCU’s. They fear people believing rumours that they don’t have the same level of training as old RUC officers, that students don’t take orders and that they are wrapped up in cotton wool in their PC environment.

“Everyone is apprehensive because of the tales in the DCU’s, although it won’t take long for them to realise that we are just normal.”

“I think everybody has concerns about the way we are being portrayed to them (the DCU’s). We are the all new ‘singing and dancing’, but we are all in it together and we all have the same boss.”

7.8 Summary Table

| Sub-section | Areas highlighted |
|--|---|
| Encouraging Results | <ul style="list-style-type: none"> • The values of the organisation emphasise the need to treat others fairly and with respect (Item 44) • The protection of human rights a fundamental part of my job (Item 48) • Supervisors are committed to promoting and valuing diversity (Item 50) • Open discussions • Consistency in the promotion of diversity |
| Barriers to a Diverse Environment | <ul style="list-style-type: none"> • Contentious issues are NOT openly explored and debated in a non-threatening manner (Item 54). • Diversity issues are over emphasised |
| Comparative Results | <ul style="list-style-type: none"> • Positive responses to items have decreased except for one. • Negative responses have either stayed static or increased for all items. • Item 54, <i>Contentious issues are openly explored</i>, continues from Time 1 to receive the lowest rating. |
| Students feeling Threatened or Intimidated | <ul style="list-style-type: none"> • Under every category except sexual orientation (see Table 4.2), a number of students had felt threatened or intimidated at some time. |
| Differences Due to Variables | <ul style="list-style-type: none"> • All variables except age and family history/connection to the police, created differences in the students perceptions of diversity |
| Current Issues in Integrating New Recruits with Former RUC Officers | <ul style="list-style-type: none"> • Students fell into one of three categories and had either positive expectations, were a little wary of possible resentment, or were concerned at how they are being portrayed in the stations. |

Table 7.3: Summary Table of Attitudes to Diversity.

8 Summary of Priority areas

8.1 To assist PSNI Personnel in acting on the survey results, the following issues have been identified and summarised as the key priorities for action. Many of these issues duplicate the issues raised in Time 1 and as such emphasise the need for action and change.

1. The physical environment of Garnerville is having a substantially negative impact on students. There is a need for designated study areas, a larger library, improved IT facilities with increased access, roomier living quarters and increased healthy eating options in the canteen.
2. Communication and the flow of information within Garnerville needs to be addressed. The study highlighted a problem with communication between trainers and a lack of consistency in the information disseminated from trainers to students.
3. There is a need for more one to one feedback.
4. A greater variety in training methods would be beneficial as respondents expressed dissatisfaction with the repetitive nature of some of the training methods used. These included excessive group work and use of power point.
5. Better timetabling is required that will be reflective of the importance of the topics covered and allows more free time for study. Students identified a problem with the amount of time allocated to study topics. They found too much time was spent on minor topics and not enough spent on important topics. A similar problem was uncovered with external speakers.

A related problem was uncovered with regards to the overall scheduling of the course. With students finding the first part of the course too easy going and the latter half too intense.

6. Reconsider the emphasis put onto the PDP's both in terms of marks given and in terms of the amount of paperwork required. The PDP's continue to be a bone of contention for students. Students feel it creates too much paperwork, requires too much time to complete, detracts from other important course work and puts excessive amounts of pressure on top of an already heavy workload.
7. Improve the work-life balance for students and particularly for those with families. This could be facilitated by scheduling more study periods into the timetable to allow students more time off at the weekends, by

extending the course to make it less intensive or by reducing the amount of paperwork generated by the PDP's.

8. Improve security briefs for students.
9. Consider the negative impact of such a surreal politically correct environment as that generated in Garnerville. As a result of this environment many students are finding that all diversity issues are discussed except for religion. This is a missed opportunity for students to develop understanding.

Furthermore, consider the impact of overemphasising other diversity issues during training. There is a feeling among students that so much emphasis on diversity creates issues and awareness of differences in a negative way that students were unaware of before.

Perhaps these areas would be better addressed by equipping trainers with the skills to manage class discussions on religion and community background and by developing a better balance between recognising and embracing diversity and drawing unnecessary attention to it.

- 8.2** Overall results from this Time 2 report are positive. Learning Climate, Job Satisfaction, Organisational Commitment and Attitude to Diversity scores all remain high. This is an encouraging report that reveals that student officers are content with their first 21 weeks of training in Garnerville.

9 References

- Mathieu, J and Zajac, D (1990) A Review and Meta-analysis of the Antecedents, Correlates and Consequences of Organisations Commitment. *Psychological Bulletin*, **108(2)**, 171-194
- Meyer, J. and Allen, N. (1993) Commitment to Organizations and Occupations: Extension and Test of a Three-Component Conceptualization. *Journal of Applied Psychology*, **78(4)**, 538-551.
- **The Learning Company: A Strategy for Sustainable Development.** Pedler, M. Burgoyne, J and Boydell, T. McGraw-Hill London. Second edition 1997.

Section 1: Learning Climate

For each of the following ten dimensions, ring the number that you think best represents the quality of the Learning Climate within the Police Service of Northern Ireland, 1 being very poor, 7 being excellent.

1. Physical Environment

The amount and quality of space and privacy afforded to people; the temperature, noise, and comfort levels.

| | Very poor | | | | | | | | Excellent | |
|---|-----------|---|---|---|---|---|---|--|-----------|--|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | |
| People are cramped, little privacy & poor conditions. | | | | | | | | | | People have plenty of comfort with space, privacy and good conditions. |

2. Learning Resources

Numbers, quality and availability of training and development staff, books, films, training packages, IT facilities, equipment, etc.

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
|---|---|---|---|---|---|---|---|--|
| Very few or no trained people, poor resources and equipment | | | | | | | | Many development staff & lots of resources; very good facilities |

3. Encouragement to Learn

The extent to which people feel encouraged to have ideas, take risks, experiment and learn new ways of doing old tasks.

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
|--|---|---|---|---|---|---|---|--|
| Little encouragement to learn; low expectations of people in terms of new skills & abilities | | | | | | | | People are encouraged to learn at all times and to extend themselves and their knowledge |

4. Communications

Generally speaking how open and free is the flow of information? Do people express ideas and opinions easily and openly?

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
|--|---|---|---|---|---|---|---|--|
| Feelings kept to self; secretive; information is hoarded | | | | | | | | People are usually ready to give their views and pass on information |

5. Non-Monetary Rewards & Recognition

How well rewarded are people for effort? Is recognition given for good work or are people punished and blamed?

| | | | | | | | | |
|---|---|---|---|---|---|---|---|--|
| People are ignored but then blamed when things go wrong | 1 | 2 | 3 | 4 | 5 | 6 | 7 | People are recognised for good work and rewarded for effort & learning |
|---|---|---|---|---|---|---|---|--|

6. Conformity

The extent to which people are expected to conform to rules, norms, regulations and policies rather than think for themselves.

| | | | | | | | | |
|---|------------------|---|---|---|---|---|------------------|--|
| | Very poor | | | | | | Excellent | |
| There is conformity to rules and standards at all times - no personal responsibility taken or given | 1 | 2 | 3 | 4 | 5 | 6 | 7 | People manage themselves and do their work as they see fit; great emphasis on taking personal responsibility |

7. Value placed on ideas

How much are ideas, opinions and suggestions sought out, encouraged and valued?

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| People are not 'paid to think'; their ideas are not valued. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Efforts are made to get people to put ideas forward; there is a view that the future rests on people's ideas. |
|---|---|---|---|---|---|---|---|---|

8. Practical help available

The extent to which people help each other, lend a hand, offer skills, knowledge or support.

| | | | | | | | | |
|--|---|---|---|---|---|---|---|--|
| People don't help each other; there is unwillingness to pool or share resources. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | People are very willing and helpful; pleasure is taken in the success of others. |
|--|---|---|---|---|---|---|---|--|

9. Warmth and support

How friendly are people in PSNI? Do people support, trust and like one another?

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Little warmth and support; this is a cold, isolating place. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Warm and friendly place; people enjoy coming to work; good relationships exist. |
|---|---|---|---|---|---|---|---|---|

10. Standards

The emphasis placed upon quality in all things; the extent to which people set challenging standards for themselves and each other?

Low standards and quality; no one really gives a damn.

1

2

3

4

5

6

7

High standards; everyone cares and people pick each other up on work quality.

Section 2: Feelings About your Job

| Please rate your satisfaction with each of the following aspects of your job by placing a tick in the appropriate box opposite each statement. Please tick one box only for each item. | Very Dissatisfied | Dissatisfied | Undecided | Satisfied | Very Satisfied |
|--|-------------------|--------------|-----------|-----------|----------------|
| | 1 | 2 | 3 | 4 | 5 |
| 11. The financial rewards you receive for doing your job | | | | | |
| 12. The competitiveness of your pay and benefits when compared with people of your own age in other organisations | | | | | |
| 13. The feedback you receive on your performance | | | | | |
| 14. The recognition you get from your immediate manager for a job well-done | | | | | |
| 15. Opportunities for career progression & promotion | | | | | |
| 16. Your job security | | | | | |
| 17. Your ability to do the job without undue stress | | | | | |
| 18. Your ability to balance work and family/personal life | | | | | |
| 19. Your satisfaction with everyday work | | | | | |
| 20. The levels of challenge and variety in your job | | | | | |
| 21. The administrative work required of you | | | | | |
| 22. Opportunities for personal growth within the job | | | | | |
| 23. Your ability to influence events | | | | | |
| 24. Freedom and autonomy to adopt your own approach | | | | | |
| 25. The help and support available from your immediate manager | | | | | |
| 26. The extent to which your manager listens to and respects your ideas | | | | | |
| 27. Your manager's commitment to implementing change | | | | | |
| 28. The organisation's readiness to embrace change | | | | | |
| 29. The presence of supportive colleagues | | | | | |
| 30. Opportunities to effectively serve the public | | | | | |
| 31. Freedom to challenge colleagues and supervisors when you feel it is appropriate | | | | | |

Section 3: Feelings about the Organisation

The next section lists a series of statements that an individual might have about the company or organisation for which they work. Please indicate the extent to which you agree or disagree with each statement in relation to PSNI by circling a number from 1 to 5, where 1 is strongly agree and 5 strongly disagree.

32. I would be very happy to spend the rest of my career with this organisation.

| | | | | |
|----------------|-------|-----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |

33. I really feel as if this organisation's problems are my own.

| | | | | |
|----------------|-------|-----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |

34. I do not feel a strong sense of 'belonging' to my organisation.

| | | | | |
|----------------|-------|-----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |

35. I do not feel 'emotionally attached' to this organisation.

| | | | | |
|----------------|-------|-----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |

36. I do not feel like 'part of the family' at my organisation.

| | | | | |
|----------------|-------|-----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |

37. This organisation has a great deal of personal meaning for me.

| | | | | |
|----------------|-------|-----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |

38. I find that my values and the organisation's values are very similar.

| | | | | |
|----------------|-------|-----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |

39. I talk up this organisation to my friends as a great organisation to work for.

| | | | | |
|----------------|-------|-----------|----------|----------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Undecided | Disagree | Strongly |

Disagree

40. I am willing to put in a great deal of effort beyond that normally expected to help this organisation be successful.

| | | | | |
|----------------|-------|-----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |

41. I am proud to tell others that I am part of this organisation.

| | | | | |
|----------------|-------|-----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |

42. Deciding to work for this organisation was a definite mistake on my part.

| | | | | |
|----------------|-------|-----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |

43. Taking everything into account, I am optimistic about the future of policing in Northern Ireland.

| | | | | |
|----------------|-------|-----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |

Section 4: Attitudes to Diversity

The next section lists a series of statements in relation to how diversity is promoted and managed within PSNI. Please indicate the extent to which you agree or disagree with each statement by circling a number from 1 to 5, where 1 is strongly agree and 5 strongly disagree.

44. The values of the organisation adequately emphasise the need to treat others fairly and with respect.

| | | | | |
|----------------|-------|-----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |

45. Overall, I think the PSNI is an organisation which takes equal opportunities seriously.

| | | | | |
|----------------|-------|-----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |

46. On a day-to-day basis, I feel my colleagues at work treat me with respect and dignity.

| | | | | |
|----------------|-------|-----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |

47. I enjoy a harmonious working environment and atmosphere in PSNI.

| | | | | |
|----------------|-------|-----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |

48. I see protection of human rights as a fundamental part of my job.

| | | | | |
|----------------|-------|-----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |

49. My immediate work colleagues are committed to treating all members of the public fairly.

| | | | | |
|----------------|-------|-----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |

50. My immediate supervisors are committed to actively promoting and valuing diversity in the workplace.

| | | | | |
|----------------|-------|-----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |

51. The organisation talks a lot about diversity but rarely does anything about it.

| | | | | |
|----------------|-------|-----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |

52. The physical environment in which we conduct our business is sufficiently neutral in terms of not promoting a particular political or religious position.

| | | | | |
|----------------|-------|-----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |

53. There are aspects of the physical working environment that I find intimidating or offensive.

| | | | | |
|----------------|-------|-----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |

54. Contentious issues are openly explored and debated in a non-threatening manner.

| | | | | |
|----------------|-------|-----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |

55. Harassment of any kind is not tolerated in this organisation.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

Strongly Agree

Agree

Undecided

Disagree

Strongly
Disagree

56. I feel under threat or intimidated within the organisation because of my:

| Please place a tick in the appropriate box opposite each statement. Please tick only one box for each item. | 1 | 2 | 3 | 4 | 5 |
|--|----------------|----------|-----------|----------|-------------------|
| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
| Religious belief | | | | | |
| Political opinion | | | | | |
| Gender | | | | | |
| Marital Status | | | | | |
| Ethnic Origin | | | | | |
| Sexual orientation | | | | | |
| Disability (if applicable) | | | | | |

Please now consider the following questions and provide your thoughts in the spaces provided.

| | |
|------------|---|
| 57. | What do you most like about your job and your work environment? |
| | |
| 58. | What do you most dislike about your job and your work environment? |
| | |
| 59. | What three changes do you feel would most help to improve your work environment? |
| | |
| 60. | Please use the space below to add any additional comments you may have on any of the areas covered in this questionnaire |
| | |

Please turn over now and complete Section 5.

SECTION 5: BIOGRAPHICAL DETAILS

Please complete all questions below by ticking one box only.

| | | | | | | | | | | | |
|---|--|--------------------------------|------------------------------------|--|---|--------------------------------------|--------------------------------------|---------------------------------|--|---|--|
| <p>GENDER:</p> <p>Male <input type="checkbox"/></p> <p>Female <input type="checkbox"/></p> | <p>MARITAL STATUS:</p> <p>Single <input type="checkbox"/></p> <p>Co-habiting <input type="checkbox"/></p> <p>Married <input type="checkbox"/></p> <p>Widowed <input type="checkbox"/></p> <p>Separated <input type="checkbox"/></p> <p>Divorced <input type="checkbox"/></p> | | | | | | | | | | |
| <p>AGE:</p> <p>18 – 24 <input type="checkbox"/></p> <p>25 – 30 <input type="checkbox"/></p> <p>31 – 40 <input type="checkbox"/></p> <p>41+ <input type="checkbox"/></p> | <p>COMMUNITY BACKGROUND:</p> <p>I am a member of the Protestant Community <input type="checkbox"/></p> <p>I am a member of the Roman Catholic Community <input type="checkbox"/></p> <p>Other (please specify) _____</p> | | | | | | | | | | |
| <p>PREVIOUS POLICE EXPERIENCE:</p> <p>I have previously served in the RUC Reserve Full-time <input type="checkbox"/></p> <p>I have previously served in the RUC Reserve Part-time <input type="checkbox"/></p> <p>I have previously served in a police force outside Northern Ireland <input type="checkbox"/></p> <p>I have no previous police experience <input type="checkbox"/></p> | <p>FAMILY HISTORY:</p> <p>A member of my immediate family (ie parents or siblings) has previously served with the police in Northern Ireland. <input type="checkbox"/></p> <p>A member of my wider family (ie uncles, aunts, cousins, etc) has previously served with the police in Northern Ireland. <input type="checkbox"/></p> <p>No member of my family has previously served with the police in Northern Ireland <input type="checkbox"/></p> | | | | | | | | | | |
| <p>EDUCATION:</p> <p>Please indicate your highest level of educational qualifications by ticking one box only:-</p> <p style="text-align: right; margin-right: 20px;">Please tick 1 box only</p> <p>I have no formal educational qualifications <input type="checkbox"/></p> <p>I have less than 5 GCSE's <input type="checkbox"/></p> <p>I have 5 or more GCSE's <input type="checkbox"/></p> <p>I have a NVQ (please specify level) _____ <input type="checkbox"/></p> <p>I have 2 or fewer A Level GCEs <input type="checkbox"/></p> <p>I have 3 or more A Level GCEs <input type="checkbox"/></p> <p>I have a National Diploma <input type="checkbox"/></p> <p>I have a Degree or Higher Degree <input type="checkbox"/></p> | <p>DISABILITY:</p> <p>Do you consider yourself to have a disability?</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If yes, please give details _____</p> <p>_____</p> | | | | | | | | | | |
| <p>ETHNIC ORIGIN:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">White <input type="checkbox"/></td> <td style="width: 50%;">Pakistani <input type="checkbox"/></td> </tr> <tr> <td>Black Caribbean <input type="checkbox"/></td> <td><input type="checkbox"/> Chinese <input type="checkbox"/></td> </tr> <tr> <td>Bangladeshi <input type="checkbox"/></td> <td>Black Other <input type="checkbox"/></td> </tr> <tr> <td>Indian <input type="checkbox"/></td> <td>Black African <input type="checkbox"/></td> </tr> <tr> <td>Mixed Ethnic Group <input type="checkbox"/></td> <td>Irish Traveller Community <input type="checkbox"/></td> </tr> </table> <p>Other (please specify) _____</p> | | White <input type="checkbox"/> | Pakistani <input type="checkbox"/> | Black Caribbean <input type="checkbox"/> | <input type="checkbox"/> Chinese <input type="checkbox"/> | Bangladeshi <input type="checkbox"/> | Black Other <input type="checkbox"/> | Indian <input type="checkbox"/> | Black African <input type="checkbox"/> | Mixed Ethnic Group <input type="checkbox"/> | Irish Traveller Community <input type="checkbox"/> |
| White <input type="checkbox"/> | Pakistani <input type="checkbox"/> | | | | | | | | | | |
| Black Caribbean <input type="checkbox"/> | <input type="checkbox"/> Chinese <input type="checkbox"/> | | | | | | | | | | |
| Bangladeshi <input type="checkbox"/> | Black Other <input type="checkbox"/> | | | | | | | | | | |
| Indian <input type="checkbox"/> | Black African <input type="checkbox"/> | | | | | | | | | | |
| Mixed Ethnic Group <input type="checkbox"/> | Irish Traveller Community <input type="checkbox"/> | | | | | | | | | | |

