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# **Perceptions of PSNI Recruits at the End of Tutorship (Time 3)**

## **Results from Intakes 1 - 6**

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**Final Report produced for PSNI  
Head of Foundation Faculty  
Director of Training, Education and Development  
Senior Director of Human Resources**

By Occupational Psychologists -

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## Executive Summary

- I. This report contains results from the longitudinal study being conducted with the first six intakes of new recruits to the Police Service of Northern Ireland (PSNI). These officers joined the organisation between 4<sup>th</sup> November 2001 and 5<sup>th</sup> May 2002.
- II. The data presented covers probationers' perceptions at the end of their tutorship period (Time 3). The report also includes comparative data from Time 2 (weeks 19 & 20) and, where appropriate, from Time 1 (week 4). Additional data will be obtained on two future occasions in the probationers' early careers.
- III. This evaluation is student-centred and is complementary to additional evaluation work being carried out by Mediation Northern Ireland, BIU and TED Evaluation Unit.
- IV. Probationers' perceptions were explored in four areas using qualitative and quantitative methods. The sample at Time 3 consisted of 239 probationers. The four areas explored were:
  - Perceptions of the Learning climate in PSNI
  - Feelings of Job Satisfaction
  - Levels of Organisational Commitment and Career Aspirations
  - Attitudes to Diversity
- V. The term **learning climate** refers to how well an organisation promotes a learning environment and an atmosphere of continuous learning. The learning climate score at Time 3 is 41.14 on a scale which ranges from 10-70. This improves upon the Time 2 score (39.63) but is below the recommended range of 50-70. Differences were found in the overall learning climate score as a result of individuals' previous police experience and age. The key factors contributing to a positive learning climate at Time 3 include the practical help available; warmth and support from management and colleagues; and the challenging standards set. Furthermore, probationers are

finding that the tutorship period provides an increasingly realistic learning environment. They describe it as practically-focused and as a beneficial transitional period. Areas that are preventing the organisation from attaining a higher learning climate score at this time include the poor physical environment and a lack of learning resources in stations and tutor units. Variation in the tutorship experience is also a key issue as are persistent problems with the PDP's. The variation of student experiences during tutorship has not identified either the regional or urban tutorship processes as better than the other, but has uncovered a lack of standardisation in terms of tutor contact and opportunities to complete tasks. Probationers' suggestions on improving the overall learning climate are outlined within Section 4 of this report.

- VI. **Job satisfaction** results remain positive and the majority of results are higher than at Time 2. The challenge and variety of the job and the presence of supportive colleagues and management are among the highest rated items. The areas of least satisfaction for probationers include administrative work, lack of work-life balance and stress. Differences in responses were identified as a result of each demographic variable measured. These differences are detailed in Section 5.4 of this report.
- VII. **Organisational commitment** measures the extent to which individuals buy into the organisation's goals and are motivated to work to achieve them. The commitment score at Time 3 is 14.10 on a scale which ranges from 6 (very high levels of commitment) to 30 (very low levels). This continues the positive trend from Time 1 (13.75) & Time 2 (13.98). Results indicate the majority of probationers are happy with their decision to join PSNI and intend to spend the rest of their career with the organisation. Data also revealed that the officers have a variety of future career aspirations. Encouragingly qualitative data did not uncover any current barriers to commitment. Differences in responses to individual commitment questions were identified based on a number of demographic variables and are outlined in Sections 6.3 and 6.8.

VIII. Responses to **Diversity** items remain very positive indicating that overall probationers are content with the way PSNI handles and promotes diversity. Probationers generally feel their colleagues treat them with respect and dignity on a day-to-day basis and that the organisation takes equal opportunities issues seriously. Results also indicate that probationers are integrating well into their new work environment. A detailed breakdown of the number of probationers who felt threatened or intimidated at work is provided in Section 7.5. The table highlights the number of individuals who feel threatened or intimidated as a result of various personal factors, as well as those who feel undecided in this area. The numbers here are similar to the Time 1 findings and have dropped somewhat compared with Time 2. While the numbers are small, there is, nonetheless, a need to address the issue that some probationers feel under threat or intimidated due to personal factors such as sexual orientation, gender etc. Consistent with Time 1 and Time 2 findings, the item receiving the lowest rating is that of 'contentious issues are openly explored and debated in a non-threatening manner'. Just under half the sample agree or strongly agree and 40% are undecided. Significant differences in responses to diversity questions were identified based on a number of variables and are described in Section 7.4.

IX. Section 8 summarises the key issues and actions points arising at this stage in longitudinal study. These include:

- The need to acknowledge the positive findings across all 4 areas of the study and to recognise and reward the various groups of staff who have facilitated probationers' experience of the tutorship period as a rich and valuable learning experience.
- The physical environment continues from Time 1 & 2 to yield the greatest number of negative responses from students. The precise problem with the station environment needs further investigation and address.
- The tutorship experience is varying for many probationers, with the biggest difference occurring between tutor unit and station based tutorships. A

review of exactly how the two set ups are differing is needed before both systems can start to become congruent.

- The PDP's and assessment system continues to cause problems. Probationers are finding it repetitive, lacking value and overall it appears to be increasing job-related stress. The PDP's need to be evaluated to see if the gain from this type of assessment is proportionate the amount of effort required.
- The period that probationers spend in CJU appears to be too long. It is suggested that this area is investigated not just in isolation of the length of time spent in CJU but also in they way file preparation is taught at Garnerville.
- The amount of learning resources available to probationers is not satisfying the majority of probationers' needs. Resources need to be invested into this area if PSNI is to promote life-long learning not just for its new recruits but for all officers.
- It is important that the one to one probationer to tutor ratio is maintained / re-introduced if students are to gain the maximum from their tutorship training. Systems need to be in place for when a tutor is sick, on a rest day or on annual leave.
- Probationers are dissatisfied with the amount of stress in their job. This issue needs to be resolved by looking at the key influencing factors: a lack of work-life balance and the amount of administrative work.

X. Supplementary issues, although raised by fewer individuals, were uncovered in the data. These issues in addition to those above, could provide a useful guide for the Foundation Faculty Review Group to consider. They are:

- Operational training is considered too long by many probationers.
- Probationers are concerned for their own safety and find it difficult to fit into their station, as a result of a lack of full public order training.
- A need for a rigorous selection, training and reward process for tutors.
- A lack of communication between probationers and their sergeants.
- A lack of discussion on contentious issues.

- A number of probationers are undecided about feeling threatened or intimidated as a result of various demographic variables.

XI. The next report from this evaluation will describe probationers' perceptions at the end of their Post Foundation training in Maydown (Time 4). This report will be available in spring 2004. Any changes to the above results and continuing patterns will be explored at this time.

*Kerri McDonnell*

*Occupational Psychologist, June 2003*

## 1 Introduction

This longitudinal study has been conceived and designed by the Occupational Psychology unit in collaboration with Foundation Faculty.

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.

This report outlines the key findings from the Time 3 evaluation with the first six intakes of new recruits to the Police Service of Northern Ireland. The Time 3 evaluation was conducted as probationers reached the end of their 10-week tutorship period. The study covers courses 1-2 of 2001 and Courses 1-4 of 2002. All of these individuals were recruited as a result of the first campaign run by Consensia from February-September 2001.

Additional data will be obtained at a further two points in the recruits' career. These will be at the following stages:

- Time 4: During Post foundation training in Maydown.

- Time 5: At the end of Year 3 when the new officers have completed both the two-year probation period and their first full year of service as a constable.

## 2 Method

A questionnaire survey was conducted with probationer officers. A copy of the questionnaire is contained in the Appendices.

The questionnaire was administered to the probationer officers at the end of their tutorship period. An 82% response rate was achieved in the questionnaire survey with a total of 239 respondents. A breakdown of biographical information of the questionnaire respondents is given below.

| <b>Total group = 239 student officers</b> |  |                                   |  |
|---|--|-----------------------------------|--|
| <b>Age</b>                                | 18-24 = 22%<br>25-30 = 50%<br>31-40 = 26%<br>41+ = 3*% | <b>Community background</b>       | Protestant = 50%<br>Roman Catholic = 50%   |
| <b>Gender</b>                             | Male= 66%<br>Female = 34%                              | <b>Previous police experience</b> | Yes = 20%<br>No = 80%                      |
| <b>Education</b>                          | GCSE/NVQ = 25%<br>A Level & higher = 75%               | <b>Marital status</b>             | Single/sep/div= 48%<br>Married/cohabit=52% |
| <b>Ethnic origin</b>                      | White = 100%<br>Non-white = 0%                         | <b>Disability</b>                 | Yes = 0 people<br>No = 239 people          |
| <b>Family member previously served</b>    | Yes = 45%<br>No = 55%                                  |                                   |  |

**Table 2.1:** Summary of biographical information from questionnaire sample

Of the probationers with previous police experience, 41 had served in the RUC Reserve full-time, 2 had served with the RUC Part-time Reserve and 6 with a police force outside of Northern Ireland.

Of the individuals who specified a family member with previous police experience in Northern Ireland, 46 of these mentioned an immediate family member (parent or sibling) and 76 a member of their wider family (uncle, aunt, cousin etc).

Interviews were also carried out with a sample of 20 probationers. This is one less interviewee than Time 2 as one probationer resigned during their tutorship. Although this individual later rejoined PSNI, they only stayed one week before resigning once more. An exit interview has been conducted with this individual. A summary of the key issues raised in this interview has been fed back separately to Foundation Faculty and the Senior Director of Human Resources.

Interviewees were originally recruited on a voluntary basis at the end of each questionnaire session at Time 1. These same volunteers, minus one, were interviewed at Time 3. The sample is broadly representative of the population.

| <b>Sample = 20 student officers</b> |   |
|-------------------------------------|---|
| <b>Gender</b>                       | Males = 9<br>Females = 11   |
| <b>Community Background</b>         | Protestant = 9 (5 male, 4 female)<br>Roman Catholic = 11 (4 male, 7 female) |
| <b>Age</b>                          | Minimum age = 22<br>Maximum age = 45  |
| <b>Previous police experience</b>   | Yes = 4 (all former RUC Reserve full-time)<br>No = 16                       |

**Table 2.2:** Summary of interviewees' biographical information

### **3 Headline results**

The study has generated a wealth of information. The main findings presented in this report are classified under four headings:

- Perceptions of the Learning Climate in PSNI
- Feelings of Job Satisfaction

- Levels of Organisational Commitment
- Attitudes to Diversity

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 Introduction**

A learning organisation is one which aims to generate a culture and climate of continuous 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 output of the questionnaire is two fold. Firstly, it provides an overall learning climate score. Secondly, it produces frequency scores of ratings on individual questionnaire items.

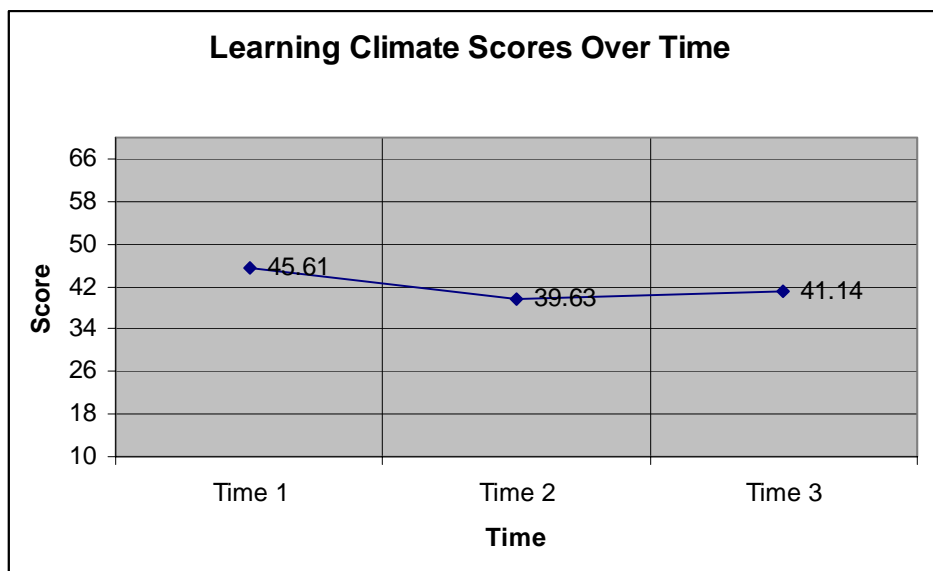
### **4.2 Learning Climate Score**

Research recommends that learning organisations should achieve a mean score somewhere between 50–70, on a scale where 10 is the minimum score and 70 is the maximum.

The mean score at Time 3 is 41.14. This result falls below the recommended range but is an improvement on the score achieved at Time 2 (39.63). Figure 4.1 illustrates the changes in the learning climate score over time.

Closer examination of the data reveals a number of differences in the learning climate score as a result of demographical differences: individuals with previous police experience had a slightly higher learning climate score than those that did not and probationers aged 41+ had a higher learning climate score than all other age groups.

The Time 3 learning climate result is reflective of a new environment not previously measured in this study. For the first time probationer officers are on the streets and working with the public. Therefore, this result is the first insight into the learning climate maintained in stations and in the tutor units.



**Figure 4.1:** Learning climate scores over time.

### **4.3 Ratings on Individual Items**

The ten learning climate items were rated on a scale of 1 to 7 (1 = poor, 7 = excellent). The percentage of probationer officers awarding particular ratings to each of the dimensions is given in bold on Table 4.1. Below these ratings are the percentage differences from the Time 2 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 previously. A dash indicates there is no difference between the Time 2 and Time 3 results.

#### 4.4 Positive Results

Across the majority of items the percentage of probationers giving good to excellent ratings has increased. There are just three exceptions to this. This improves on the Time 2 trend in which positive ratings dropped for every item.

The top three rated items on this occasion are:

- *Practical help available (87% rated as good to excellent)*
- *Warmth and support (81% rated as good to excellent)*
- *Standards (71% rated as good to excellent)*

| Questionnaire Item   | Rating 5-7 Good to Excellent | Rating 4 Average  | Rating 1-3 Very poor to poor |
|--|------------------------------|-------------------|------------------------------|
| <b>1. Physical Environment.</b><br>The amount and quality of space and privacy afforded to people; the temperature, noise and comfort levels.                        | <b>34%</b><br>+13%           | <b>15%</b><br>-2% | <b>52%*</b><br>-11%          |
| <b>2. Learning Resources</b><br>Numbers, quality and availability of training and development staff, books, films, training packages, IT facilities, equipment, etc. | <b>29%</b><br>-23%           | <b>24%</b><br>+3% | <b>46%*</b><br>+20%          |
| <b>3. Encouragement to learn</b><br>The extent to which people feel encouraged to have ideas, take risks, experiment and learn new ways of doing old tasks.          | <b>60%</b><br>+5%            | <b>26%</b><br>+3% | <b>15%*</b><br>-8%           |
| <b>4. Communications</b><br>Generally speaking how open and free is the flow of information? Do people express ideas and opinions easily and openly?                 | <b>62%</b><br>+18%           | <b>19%</b><br>-3% | <b>18%*</b><br>-17%*         |
| <b>5. Non-Monetary rewards &amp; recognition</b><br>How well rewarded are people for effort? Is recognition given for good work or are people punished and blamed?   | <b>46%</b><br>-11%           | <b>26%</b><br>-   | <b>28%</b><br>-11%           |
| <b>6. Conformity</b><br>The extent to which people are expected to conform to rules, norms, regulations and policies rather than think for themselves.               | <b>54%</b><br>+9%            | <b>27%</b><br>+3% | <b>20%*</b><br>-11%*         |
| <b>7. Value placed on ideas</b><br>How much are ideas, opinions and suggestions sought out, encouraged and valued?   | <b>52%</b><br>-              | <b>27%</b><br>+2% | <b>22%*</b><br>-1%*          |

|  |                   |                   |                    |
|--|-------------------|-------------------|--------------------|
| <b>8. Practical help available</b><br>The extent to which people help each other, lend a hand, offer skills, knowledge and support.                        | <b>87%</b><br>+4% | <b>10%</b><br>-   | <b>3%</b><br>-4%   |
| <b>9. Warmth and Support</b><br>How friendly are people in PSNI? Do people support, trust and like one another?  | <b>81%</b><br>+8% | <b>13%</b><br>-4% | <b>6%</b><br>-4%   |
| <b>10. Standards</b><br>The emphasis placed upon quality in all things; the extent to which people set challenging standards for themselves and each other | <b>71%</b><br>-3% | <b>22%</b><br>+2% | <b>8%*</b><br>-2%* |

**Table 4.1:** Summary of Learning Climate responses from Time 3 with comparison data from Time 2.

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

The top three rated items have remained consistent across time. These particular areas also received the highest percentage of positive ratings at Times 1 & 2. Furthermore, responses to the open-ended question ‘what do you most like about your job?’, also highlighted teamwork and the challenge as the best parts of the job.

This consistency over time illustrates just how encouraging and supportive both tutor constables and other officers within PSNI are to the new recruits in helping them gain the most from their training. This appears to be the case even as probationers move out of Garnerville and into stations and tutor units.

Qualitative data also supports these results. Feedback from interviewees indicates that they are being well looked after in the stations and are finding colleagues very approachable and friendly. Probationers feel they are benefiting from both the experience and competence of their trainers. This was stated in reference to both their tutor constables and also their operational trainers.

*“Everybody is really supportive and helpful”*

*“Trainers are very good and there is a great atmosphere, yet it is still very professional”*

In addition to the quantitative results, qualitative data from interviews highlighted supplementary aspects of the tutorship environment that are facilitating a positive learning climate.

- Probationers are finding working in stations and tutor units more **realistic** than Garnerville, yet they still find it a safe place to learn. They enjoyed their 10-week operational training finding it was also realistic and true to life. Overall, it appears that throughout their tutorship period, students are discovering more and more about their role, especially how to deal with the public and are getting to see if they can ‘cut it’ as an officer. However, when probationers were questioned about the realism of training in Garnerville, they stated that they thought the role-plays used in Garnerville were not realistic enough. Generally probationers felt they did not reflect the variety of people nor the types of hostility experienced when working with some members of the public.

*“They (role actors) don’t come close to simulating the real hostility you’ll get from members of the public”*

*“ It (role play) doesn’t prepare you for the real world. People spit at us here and we have to take verbal and physical abuse.”*

- Students are enjoying being on the ground and applying what they learned in Garnerville to a real context. They are getting to do **practical** things and see how they are done in the ‘real world’ rather than through role-plays. This is giving them confidence and helping them to learn more quickly. In particular, they are benefiting from applying the practically-based PEACE model, finding it a useful guide for interviewing in the stations.

*“You get to see how things are done in the real world”*

*“I have learnt lots of practical things. No situation is ever the same”*

*“(I) Liked the practical nature of driving, firearms and tactical training”*

- The tutorship period was described as a beneficial **transitional period**. Probationers valued the opportunities to work with experienced officers and to select which calls to attend to maximise their own learning. They feel they can be exposed to the reality on the streets but still have the buffer of a tutor for guidance. For probationers it is a safe learning environment as they are never on their own. It gives probationers someone to confide in, helps smooth them into their section, and also helps them to gain confidence in their own ability.

*“It gives you a good grounding and you’re not expected to know it all...”*

*“You’re not thrown out on your own...(it is a) good transition.”*

#### **4.5 Areas for Development**

Examination of the quantitative data reveals positive results. Data indicates that the percentage of individuals rating items as poor or very poor has dropped across all items, with just one exception. This is a positive turnaround from the Time 2 results in which negative responses had increased across all items compared with Time 1.

However, two items that still received a high percentage of negative responses are:

*Physical environment (52% of respondents rated this as poor or very poor)*

*Learning resources (46% of respondents rated this as poor or very poor)*

As with the previous Time 2 results, the physical environment remains the single item to receive the largest percentage of negative responses. Furthermore, it is worth noting that the physical environment probationers are evaluating has changed. At this point in the study probationers have moved out of Garnerville and into the stations and tutor units. In this new environment, a large number of probationers are still rating the physical environment very poorly.

Learning Resources also received a high percentage of negative responses. This is contrary to previous results. It could be inferred from the data that the amount of learning resources available in the tutor units and stations is not satisfying probationers' needs.

In addition to the quantitative results, interview data has highlighted other issues of concern for the probationers. These are as follows:

- The **tutorship experience appears to vary** for different probationers. Some are being put straight into sections while others are given a variety of work. Some probationers see their tutors regularly while others only see them sporadically. A number of individuals expressed concern that they would have to relearn everything as they are being tutored outside of their DCU. Some probationers in rural stations are having difficulties completing all their mandatory tasks while others in urban tutor units have little opportunities to do response work because of crime operations i.e. during the Christmas period.

This data has not identified either the urban or rural tutorship processes as superior to the other. But it has uncovered a lack of standardisation across tutorship training. Quantitative data has not identified any significant differences between learning climate responses from probationers based in north, south and urban regions.

*“I will have to relearn things in my DCU as there are differences between different areas.”*

*“For me the 10 weeks may need to be extended so I can complete everything I need to do.”*

*“I was supposed to be like an extra person in my station, but that only lasted a week and then I was put into section work.”*

- A large number of probationers view the current **PDP and assessment system** as a burden, which is adding to the pressure and stress of the job. They see the PDP as repetitive of both the work they are doing and the record of achievement (green book). Overall, this is increasing the amount of paperwork they have to complete. Many probationers have had to finish self-reflections in their own time, while others don't see the value of the PDP's and feel it is just a game to be played.

*"It detracts from the time you can spend on the job."*

*"I don't think the PDP's are necessary. They are extra work."*

*"The PDP's don't seem to serve any sort of purpose. You have enough to do. I have to do it at home."*

Aside from its perceived overlap with the PDP's, the Record of Achievement has been well received by many probationers. A number of individuals are finding this book focuses them on what they should be doing and gives them guidance.

*"The green book on its own is okay yet we have to repeat it for the PDP self-reflections"*

*"The green book gives you guidance and helps you self reflect"*

#### **4.6 Demographical Differences**

No major differences were found on the individual learning climate questions in relation to demographic variables.

#### **4.7 Improving Operational Training and Tutorship**

At interview, probationers highlighted a number of areas that could be improved to ensure future probationers gain the most from their tutorship experience. These are as follows:

- Operational Training

A number of probationers found the operational training, particularly driver training, too long in duration. There were fears that they may forget their legal powers by the time they get to the tutorship.

- Tutor-Probationer Ratio

Probationers are keen that a 1:1 ratio of tutor to probationer is maintained / re-introduced. In some stations/tutor units there is a shortage of tutors. This appears to be due to the fact that tutors who have moved on to other positions have not been replaced or because officers are away on annual leave. Consequently, some tutor constables are not always available to take probationers out on calls thus restricting their opportunities to learn.

This builds on the findings of a Change Management Audit report<sup>1</sup>, which identified that in the Belfast region the ratio of tutor to probationer(s) is either one tutor to two probationers or one tutor to three probationers. The report also found that in general rural regions were operating a ratio of one tutor to one probationer. The Belfast region ratio is a matter of concern and is addressed in the recommendations section of this report.

- Criminal Justice Units (CJU)

A number of probationers have suggested reducing the amount of time spent in CJU. Two weeks appears to be too long for some officers who have completed a number of files before they get there. Other probationers have suggested moving the CJU period to the end of the tutorship to ensure they spend more time with their tutor in their initial weeks and also so that they will have some of their own files to work on.

This finding reiterates the same issue raised by students during the recent visit of the Senior Director of Human Resources to the Dunmurry Tutor Unit.

- Tutor Qualities

Students have suggested a number of qualities, which they consider important for a tutor to possess. These include approachability, supportiveness, and a sense of humour. Furthermore, students feel it is important that tutors are motivated to fulfil their role and as such should volunteer for the position. This would ensure all tutors genuinely enjoy imparting knowledge and supporting others and are interested in their work. Probationers also felt that tutors require a certain amount of knowledge particularly of the law and some experience to fulfil their role. This appears to be crucial in ensuring they give the correct guidance to students. There is some evidence to indicate a need for rigorous selection, training and reward processes for tutors. This would ensure that all tutors

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<sup>1</sup> Change Management Team. Audit Report 2, November 2002.

posses the above qualities in addition to the required competencies and that they are rewarded appropriately for their hard work.

Furthermore, this process would ensure the implementation of Patten Recommendation 140:

*Tutor officers should be carefully selected, according to their commitment and adaptability to the new style of policing, and trained.*

- **Public Order Training**

Many probationers feel that they should have received full public order training. They feel disadvantaged and others are concerned for their own safety. A number of students reported not feeling equal to others and finding it difficult to fit in with the rest of their station, as they have to stay behind during public order incidents.

## 4.8 Learning Climate Summary

| Sub-section   | Areas highlighted   |
|---|---|
| <b>Learning climate score</b>   | <ul style="list-style-type: none"> <li>• Time 3 score: 41.41 (range 10-70)</li> <li>• Higher than Time 2 score: 39.63</li> </ul>  |
| <b>Positive results</b>   | <ul style="list-style-type: none"> <li>• The practical help available from tutors</li> <li>• The warmth &amp; support from tutors and colleagues</li> <li>• It is a realistic work environment</li> <li>• It is practical work</li> <li>• It is a beneficial transitional period</li> </ul> |
| <b>Development areas</b>  | <ul style="list-style-type: none"> <li>• Poor physical work environment</li> <li>• Lack of learning resources</li> <li>• Variation in tutorship experience for different probationers</li> <li>• PDP's and assessment methods during tutorship</li> </ul>                                   |
| <b>Demographical differences</b>  | <ul style="list-style-type: none"> <li>• No major differences were found at individual item level</li> </ul>  |
| <b>Probationers Suggestions on Improving Operational training and Tutorship</b> | <ul style="list-style-type: none"> <li>• Shorten operational training</li> <li>• Maintain the 1:1 tutor-probationer ratio</li> <li>• Shorten period spent in CJU</li> <li>• Tutors should possess a number of</li> </ul>  |

|  |  |
|--|--|
|  | specific qualities<br>• Full public order training for all |
|--|--|

**Table 4.2:** Summary table of Learning Climate results.

## **5 Feelings of Job Satisfaction**

### **5.1 Introduction**

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 data gathered from a recent MSc research project on morale and motivation within Police Services.

The percentage of probationers indicating levels of job satisfaction with various aspects of their work is provided in Table 5.1. The responses are based on 239 student officers from the first six intakes. Figures in bold refer to the current Time 3 responses. The figures beneath them indicate the percentage difference between Time 2 and Time 3 data. A dash indicates there is no difference between the Time 2 and Time 3 results.

### **5.2 Positive Results**

Overall, job satisfaction results are positive and compare very favourably with the Time 2 results. The percentage of individuals expressing satisfaction with individual aspects of their job has increased for the majority of items.

The top three rated items are:

*The levels of challenge and variety in your job* (91% satisfied or very satisfied)

*The presence of supportive colleagues* (89% satisfied or very satisfied)

*The help and support available from your immediate manager* (84% satisfied or very satisfied)

The items referring to the presence of supportive colleagues and the levels of challenge and variety in the job were among the top three rated items at Time 2. At this stage in the study, positive ratings for both items have increased further.

The work of the tutor constables and the positive support they provide for probationers is again highlighted in this section as it was in the Learning Climate section.

| 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  | <b>62%</b><br>-5%           | <b>26%</b><br>+4%  | <b>13%*</b><br>+2%*               |
| 12.The competitiveness of your pay and benefits when compared with people of your own age in other organisations | <b>63%</b><br>-4%           | <b>23%</b><br>-1%  | <b>14%</b><br>+6%*                |
| 13.The feedback you receive on your performance  | <b>64%</b><br>-5%           | <b>30%</b><br>+8%  | <b>6%</b><br>-4%*                 |
| 14.The recognition you get from your immediate manager for a job well-done                                       | <b>70%</b><br>+12%          | <b>21%</b><br>-6%  | <b>9%</b><br>-5%*                 |
| 15.Opportunities for career progression & promotion  | <b>66%</b><br>-8            | <b>33%</b><br>+8%  | <b>1%</b><br>-                    |
| 16 Your job security   | <b>78%</b><br>+17%          | <b>17%</b><br>-11% | <b>6%*</b><br>-5%*                |
| 17. Your ability to do the job without undue stress  | <b>30%</b><br>-2%           | <b>50%</b><br>+6%  | <b>21%*</b><br>-3%*               |
| 18. Your ability to balance work and family/personal life  | <b>29%</b><br>-4%           | <b>38%</b><br>+3%  | <b>34%*</b><br>+2%*               |
| 19. Your satisfaction with everyday work   | <b>76%</b><br>+7%           | <b>20%</b><br>-8%  | <b>4%</b><br>-*                   |
| 20. The levels of challenge and variety in your job  | <b>91%</b><br>+7%           | <b>8%</b><br>-5%   | <b>2%*</b><br>-1%*                |
| 21. The administrative work required of you  | <b>15%</b><br>-6%           | <b>20%</b><br>-6%  | <b>66%*</b><br>+13%               |
| 22.Opportunities for personal growth within the job  | <b>61%</b><br>-4%           | <b>35%</b><br>+1%  | <b>3%*</b><br>+1%*                |
| 23. Your ability to influence events   | <b>37%</b><br>+11%          | <b>53%</b><br>-1%  | <b>10%</b><br>-10%                |
| 24. Freedom and autonomy to adopt your own approach  | <b>46%</b><br>+13%          | <b>45%</b><br>-3%  | <b>9%</b><br>-10%                 |
| 25. The help and support available from your immediate manager   | <b>84%</b><br>+15%          | <b>12%</b><br>-13% | <b>4%</b><br>-2%                  |
| 26. The extent to which your manager listens to and respects your ideas  | <b>69%</b><br>+12%          | <b>25%</b><br>-11% | <b>6%</b><br>-1%%                 |
| 27. Your manager's commitment to implementing change   | <b>62%</b><br>+15           | <b>34%</b><br>-13% | <b>4%</b><br>-2%%                 |
| 28. The organisations readiness to embrace change  | <b>53%</b><br>+1%           | <b>36%</b><br>-2%  | <b>11%</b><br>+1%                 |
| 29. The presence of supportive colleagues  | <b>89%</b><br>+3%           | <b>10%</b><br>+1%  | <b>1%</b><br>-4%                  |

| Please rate your satisfaction with each of the following aspects of your job.       | Satisfied or Very Satisfied | Undecided          | Dissatisfied or Very Dissatisfied |
|---|-----------------------------|--------------------|-----------------------------------|
| 30. Opportunities to effectively serve the public                                   | <b>77%</b><br>+9%           | <b>17%</b><br>-14% | <b>6%</b><br>+4%*                 |
| 31. Freedom to challenge colleagues and supervisors when you feel it is appropriate | <b>42%</b><br>-4%           | <b>44%</b><br>+11% | <b>14%</b><br>-7%                 |

**Table 5.1:** Summary of job satisfaction response from Time 3 with comparison data from Time 2.

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

Probationers' feedback during interview mirrors these results. The **challenge** and excitement of the job is a genuine highlight for probationers. As each day passes they are learning more and gaining confidence. They are enjoying working in the stations and tutor units and being challenged to learn and do new things. Probationers are also enjoying meeting members of the public, helping them, diffusing situations and solving problems. Along with all these challenges, probationers are finding a great sense of accomplishment. These results were also reiterated in responses given to open-ended questionnaire items. Both the variety of the work and the opportunities to work with and help the public were quoted as key sources of satisfaction for probationers.

*"... There is continual challenge."*

*"(I) Love that it is new and I am being pushed to learn and do new things."*

Probationers are really enjoying the **variety** of their job. Everyday that passes presents different tasks. There are also finding variation in their tasks depending on whether they work a day or a night shift. Probationers enjoy not knowing what the next day will bring and they report they are never bored as there is always something pending or someone to speak to.

*"I know each day is going to be totally different. I love that."*

*"Compared to my last job I am doing something different every day."*

Probationers are finding great enjoyment in the sense of teamwork, camaraderie and craic that exists in the stations. They are enjoying working with friends they were previously in the classroom with and are finding their new colleagues welcoming, friendly and **supportive**. Overall students find their new work environment a positive one.

*"The people are really friendly, I know I can go to them if I have any problems."*

*“I enjoy the atmosphere and craic.”*

In general the qualitative results indicate that students are finding genuine enjoyment in their job and the tutorship period. Some even reported not wanting to leave to go home or go on annual leave! They like being on the streets, seeing the harder side of policing while out in the Land Rovers and actually doing the job as opposed to training for it. Probationers report finding a great sense of belonging in their role and feel they are a part of something where they are both needed and valued.

### **5.3 Least Satisfying Aspects of their Job**

Overall, probationers’ ratings of items they are dissatisfied with have improved with only a minority of items increasing their percentage rating in comparison to Time 2. Nonetheless there remains a number of items that many probationers are dissatisfied with. These include:

*The administrative work required of you (66% dissatisfied or very dissatisfied)*

*Your ability to balance work and family/personal life (34% dissatisfied or very dissatisfied )*

*Your ability to do the job without undue stress (21% dissatisfied or very dissatisfied)*

Both administrative work and work-life balance featured in the top 3 negatively rated items at Time 2. Furthermore, the percentage of individuals dissatisfied with these items has increased since then. This pattern of results indicates that, even with moving out of the teaching environment and into the stations, there is no change in the amount of paperwork required of students’ nor the pressures put on them. Furthermore, it may be that some of the above negatively rated items are linked. For some probationers, the perceived overload of paperwork could be causing job related stress. Additionally, an inability to maintain a healthy work-life balance could also be impacting on stress levels. Henceforth, it can be seen that none of these results exist in a vacuum and that different aspects of job satisfaction impact on each other.

Qualitative data reiterates probationers’ dissatisfaction with the amount of **administrative work** in the job. They are finding they are required to fill out a large number of forms throughout the day with a lot of repetition. Files need to be completed but probationers find this paperwork prevents them from spending more time on the streets. In addition to the administrative work completed during their shifts, probationers also have to fill out PDP forms. Many probationers

feel this is a constant pressure. This is the second time PDP's have been raised in this study. Probationers raised PDP's as a stressor in the section on Learning Climate. The duplication of paperwork is one of the key areas raised by probationers in response to the question 'what three changes would most help improve the work environment.'

*“(There is an) obscene amount of forms and lots of repetition.”*

*“You have to do your own work and then the PDP's are hanging over you.”*

Although the questionnaire item referring to the amount of **feedback and recognition** given to probationers did not indicate high dissatisfaction rates, interview data identified there is room for improvement. Probationers have indicated that although they receive some recognition for a job well done there is still too much attention given to mistakes. Furthermore, the majority of feedback to probationers appears to be coming from their tutor constables and rarely from their sergeants. Overall, probationers have indicated that there does not appear to be satisfactory feedback or interaction between the students and their sergeants.

The audit report by the Change Management and Corporate Development Team also highlighted the tutor sergeants' restricted opportunities to supervise tutors and probationers. This audit identified the key contributing factors as administrative burdens and / or being on opposing shifts. Furthermore, it outlined that in the Belfast region the sergeants' volume of paperwork was so great that a minimal amount of operational supervision was being conducted. This ranged from 4 hours per week to one to two hours per fortnight. The report also highlighted supervisors' concerns about their inability to spend more time with tutors to ensure they are of the standard required and to identify weaknesses at an early stage.

During interview a number of probationers discussed the issue of **personal security**. This was not presented an area of dissatisfaction but more as an area of concern. The realism of the security situation appears to be setting in and students have an increased awareness that they are under threat. This realisation is in contrast to the situation at Time 2, when students were surprised by the fact they were under any threat. As a result of this increased awareness most probationers are taking more precautions and more security measures to protect themselves. However, probationers are keen to ensure that the threat does not take over their lives or make them paranoid.

Interview data identified one probationer that had a threat made directly against him. This individual expressed dissatisfaction at the way the incident was handled and stated he had “lost confidence with PSNI.” At the time of interview this probationer was off sick and was taking some time to consider what he wanted to do. However, it has recently been confirmed that this individual has now moved stations and is still working on completing his probation period.

#### **5.4 Demographical Differences**

Closer examination of the questionnaire responses reveals a number of differences as a result of demographic variables. Significant differences were found for all variables. Below is an outline of where these differences appear to lie.

- More Protestants than Roman Catholics are dissatisfied with their current job security. This is a continuation of the findings from Time2.
- In line with the Time 2 results, individuals with up to GCSE/NVQ were more satisfied with the organisation’s readiness to embrace change than were others with higher qualifications.
- More probationers who had a family member who had served with the police were satisfied with the amount of freedom and autonomy available to adopt their own approach, than those who did not have a family connection.
- A higher percentage of females than males, were satisfied with the competitiveness of their pay and benefits when compared with people of their own age in other organisations. Females were also more undecided about their ability to influence events.
- More males than females were satisfied with the opportunities available to them to effectively serve the public.
- More single/divorced respondents were very dissatisfied with the amount of administrative work required of them than those that were married/co-habiting.
- Probationers who did not have previous police experience were more undecided, than others who did have police experience, about their ability to balance work and their family/personal life. Similarly, this same group were more undecided about the amount of freedom and autonomy available to adopt their own approach and the freedom available to them to challenge colleagues and supervisors when they feel it is appropriate.
- Individuals who had police experience were more satisfied with the levels of challenge and variety in their job than those that did not.

- Similar to the Time 2 results, probationers aged 41+ were more satisfied than other age groups with the financial rewards received for doing their job. This same group were also very satisfied with the feedback they received on their performance and the opportunities available to them to effectively serve the public. However, this group of probationers were very dissatisfied with their job security when compared to other age groups.
- Individuals aged 31-40 were more dissatisfied with the competitiveness of their pay and benefits compared with people of their own age in other organisations.

These results indicate that there is a tendency for individuals with no previous police experience to reserve judgement on a number of areas questioned. This could possibly be until they have spent more time in the service and have developed greater insight into the job. This contrasts with probationers with previous police experience, who already have a working knowledge of the job.

In line with the Time 2 results, all demographic variables continue to have an effect on probationers' job satisfaction.

## 5.5 Job Satisfaction Summary

| Sub-section                      | Areas highlighted   |
|----------------------------------|---|
| <b>Positive results</b>          | <ul style="list-style-type: none"> <li>• The challenge and variety of the job</li> <li>• The presence of supportive colleagues</li> <li>• Help and support from their tutor</li> </ul>                      |
| <b>Least satisfying areas</b>    | <ul style="list-style-type: none"> <li>• The amount of administrative work</li> <li>• Lack of work-life balance</li> <li>• Job related stress</li> <li>• Scope for more feedback and recognition</li> </ul> |
| <b>Demographical differences</b> | <ul style="list-style-type: none"> <li>• Significant differences were found for all demographic variables.</li> </ul>   |

**Table 5.2:** Summary table of Job Satisfaction results.

## **6 Levels of Organisational Commitment and Career Aspirations**

### **6.1 Introduction**

Organisational commitment is a relatively new concept which 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. At a time when PSNI is trying to reduce absenteeism and 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 Organisational Commitment Score**

The commitment scale used in this study provides both an overall commitment score and percentage scores on individual items. The scale for the overall commitment score ranges from 6 (extremely high levels of commitment) to 30 (very low levels of commitment). At this point in the research, commitment levels remain high with an overall score of 14.10.

This score is slightly less positive than the commitment score at Time 2 (13.98). However, as can be seen from Figure 6.1, commitment levels remain very positive and have fluctuated very little for probationers over their first 10 months with PSNI. For the first time since beginning training, probationers are based in stations and tutor units and are exposed to a more realistic police setting. It is encouraging to see that in this environment, which is giving a realistic slant to probationers' perceptions of their future career, their commitment levels remain high.



**Figure 6.1:** Organisational commitment scores over time.

### **6.3 Demographic Differences in Overall Commitment Score**

Table 6.1 lists the different organisational commitment scores for various sub-groups. Results indicate the following:

- Levels of commitment in male probationers are slightly higher than females.
- Individuals who are married or co-habiting demonstrated stronger commitment than those who are not.
- Students with up to GCSE/NVQ level of education have higher commitment than others with more advanced qualifications.

Compared with the Time 2 results, all demographic differences are in the same direction. There is just one exception to this. At Time 2, the highest commitment score amongst age groups was with individuals aged 41+. However, this time probationers' aged 31-40 have demonstrated the highest score.

Although there are some small differences within these sub-groups there is no area of particular concern and commitment scores are high regardless of demographic variables.

| <b>Commitment Score</b><br>(Note: lower scores indicate higher levels of commitment) |   |
|--|---|
| <b>Male</b> = 13.77<br><b>Female</b> = 14.70   | <b>Police experience</b> = 13.67<br><b>No experience</b> = 14.21  |
| <b>Married/co-habiting</b> = 13.54<br><b>Single/sep/div/widowed</b> = 14.67          | <b>Family history</b> = 13.72<br><b>No family history</b> = 14.41 |
| <b>Protestants</b> = 13.80<br><b>Roman Catholics</b> = 14.47                         | <b>Up to GCSE/NVQ</b> = 13.02<br><b>A Level or higher</b> = 14.45 |
| <b>Age Group:</b> 18-24 = 14.12<br>25-30 = 14.31                                     | 31-40 = 13.64<br>41+ = 14.30                                      |

**Table 6.1:** Comparison of commitment scores based on demographics

#### **6.4 Ratings on Individual Items**

As previously outlined the questionnaire used provides an overall commitment score and percentage scores on questionnaire items. The percentage of probationers agreeing or disagreeing with various questionnaire items are provided in Table 6.2. The current percentage score (Time 3) is indicated in bold. The figure below indicates the percentage difference in comparison to the Time 2 results. A dash indicates there is no difference between the Time 2 and Time 3 results.

#### **6.5 Positive Results**

Close inspection of the data highlights the specific questionnaire items that received high ratings from respondents. These are as follows:

*Deciding to work for this organisation was a definite mistake on my part* (90% disagree or strongly disagree)

*I am willing to put in a great deal of effort beyond that normally expected to help this organisation succeed.* (80% agree or strongly agree)

*I would be happy to spend the rest of my career with this organisation* (77% agree or strongly agree)

| Questionnaire Item  | Agree / strongly agree | Undecided         | Disagree / strongly disagree |
|---|------------------------|-------------------|------------------------------|
| 32. I would be happy to spent the rest of my career with this organisation                                | <b>77%</b><br>-        | <b>22%</b><br>-   | <b>2%*</b><br>-              |
| 33. I really feel as if the organisations problems are my own.  | <b>39%</b><br>+2%      | <b>32%</b><br>-4% | <b>29%</b><br>+2%            |
| 34. I do not feel a strong sense of belonging to the organisation.  | <b>9%</b><br>-         | <b>21%</b><br>+3% | <b>70%</b><br>-3%            |
| 35. I do not feel emotionally attached to the organisation.   | <b>14%</b><br>-        | <b>29%</b><br>+1% | <b>57%</b><br>-1%            |
| 36. I do not feel like part of the family at my organisation  | <b>9%</b><br>-1%       | <b>24%</b><br>-5% | <b>66%*</b><br>+5%*          |
| 37. This organisation has a great deal of personal meaning to me.   | <b>67%</b><br>-2%      | <b>24%</b><br>-   | <b>9%</b><br>+1%*            |
| 38. I find that my values and the organisations values are very similar.                                  | <b>67%</b><br>+1%      | <b>29%</b><br>+1% | <b>5%*</b><br>-1%*           |
| 39. I talk up this organisation to my friends as a great organisation to work for.                        | <b>65%</b><br>+3%      | <b>25%</b><br>+1% | <b>10%</b><br>-4%            |
| 40. I am willing to put in a great deal of effort beyond that normally expected to help this org succeed. | <b>80%</b><br>-7%      | <b>17%</b><br>+6% | <b>3%</b><br>+2%*            |
| 41. I am proud to tell others that I am part of this organisation.  | <b>65%</b><br>+2%      | <b>19%</b><br>-4% | <b>16%</b><br>+2%            |
| 42. Deciding to work for this organisation was a definite mistake on my part.                             | <b>0%</b><br>-2%       | <b>9%</b><br>-1%  | <b>90%*</b><br>+1%*          |
| 43. Taking everything into account, I am optimistic about the future of policing in Northern Ireland.     | <b>59%</b><br>-8%      | <b>34%</b><br>+6% | <b>8%*</b><br>+3%*           |

**Table 6.2:** Summary of organisational commitment response from Time 3 with comparison data from Time 2.

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

Qualitative data also reflects this strong sense of organisational commitment. During interview, probationers reiterated how they were happy with their decision to join PSNI and hope to stay until retirement. A number of individuals had applied to join many times. Probationers appear to be enjoying what they are doing and have no intentions of leaving.

*“I feel entirely satisfied with the decision I made. I feel as if I am here for life and it is a career for good.”*

*“I’m enjoying it, so why leave?”*

*“I’d like to finish my career here.”*

The strong sense of commitment demonstrated during interview can be illustrated by responses given to the question, “is there any time when you have felt less than committed?” Of all interviewees only two could give examples of low commitment.

*“There hasn’t been a day that I feel I don’t want to go to work.”*

*“I enjoy going to work.”*

No doubt this commitment is facilitated by the sense of belonging probationers are feeling. Respondents have made it clear that they are fitting in well in their new environment. They are accepted by other officers and both new PSNI probationers and individuals with previous RUC experience feel they are treated equally.

*“I am welcomed as part of the gang.”*

*“I feel I belong, a big sense of belonging.”*

*“Everyone treats everyone the same.”*

## **6.6 Barriers to Commitment**

Overall, interview data indicates little or no current barriers to commitment. This is in stark contrast to responses given at Time 2. The reasons cited at that stage included the troubles escalating, family commitments being affected, the job not matching expectations and the heavy workload. Although it would be hasty to assume these areas are no longer a concern for probationers, it is fair to suppose that these issues are no longer as predominant as they previously were.

## **6.7 Career Aspirations**

Findings suggest many probationers are already planning their future career development within PSNI. This is encouraging as it implies these officers intend on staying with the organisation. When questioned students responses fell into three categories:

- A number of respondents are keen to make the most of their probation period in order to set themselves up for the years ahead. They are enthusiastic to learn as much as possible and develop a good grasp of basic policing.
- Other probationers are already looking towards promotion. One particular individual is attending an assessment for the Higher Potential Development Scheme run by the Home Office.
- Many individuals are looking forward to working in different areas to find which area suits them best.

These last two categories are identical to the responses given at Time 2.

The only barrier probationers could identify that would prevent them from achieving their career aspirations was potentially high competition when trying to move into the more popular work areas. This differs from the reservations respondents had at Time 2. At the last point in this study, probationers suggested that a lack of confidence in their own ability might hold them back from achieving their goals. In addition to this, a large majority of individuals cited the perceived inadequacy of their training as another factor that could prevent them from achieving their goals.

It is encouraging to see that neither of these factors have been identified in the Time 3 data. It appears that as probationers begin work on the streets they are finding their training has adequately equipped with the skills to perform their role and, with this realisation, their confidence in their own abilities is growing.

## **6.8 Demographical Differences**

Data indicates that there were some differences in responses to commitment questions as a result of demographic variables. Significant differences were identified due to age, educational level, family history/connection to the police, gender and marital status. Below is an outline of where these differences appear to lie.

- More probationers aged 41+, than any other age group, disagreed with item 32: *I would be happy to spend the rest of my career with this organisation*, and item 38: *I find that my values and the organisations values are very similar*. Furthermore members of this same group were more likely to agree with item 36: *I do not feel like part of the family at my organisation*.

- Respondents with up to GCSE/NVQ were more likely, than those with higher levels of education, to agree or strongly agree with item 37: *This organisation has a great deal of personal meaning to me.*
- Individuals who had a family history/connection to the police were more likely, than those that didn't, to agree with item 38: *I find that my values and the organisations values are very similar.*
- More females than males disagreed with the statement: *I am willing to put in a great deal of effort beyond that normally expected to help this organisation succeed.*
- A higher percentage of married/co-habiting probationers strongly agreed with the statement *I would be happy to spend the rest of my career with this organisation,* than other probationers who were single/divorced.

Generally, these results indicate that individuals aged 41+ are feeling less integrated into their new workplace and do not seem to share the organisation's goals as much as the other age groups.

No significant differences were found due to community background or previous police experience.

Overall, these results do not correlate with results found at Time 2. Previously, no significant differences were found based on age or marital status. In contrast to the Time 2 results, the current data does not indicate any significant differences based on community background or previous police experience.

## 6.9 Organisational Commitment Summary

| Sub-section                      | Areas highlighted  |
|----------------------------------|--|
| <b>Over all commitment score</b> | <ul style="list-style-type: none"> <li>• 14.10 (ranges from 6 high – 30 low)</li> <li>• Slightly lower than Time 2 (13.98)</li> <li>• Some slight differences in overall commitment score resulting from demographics</li> </ul>                                       |
| <b>Positive results</b>          | <ul style="list-style-type: none"> <li>• High positive responses on all items</li> <li>• Probationers are willing to put in extra effort</li> <li>• Probationers have intentions to stay until retirement</li> <li>• Respondents have feelings of belonging</li> </ul> |

|                                  |  |
|----------------------------------|--|
|                                  | to PSNI  |
| <b>Barriers to commitment</b>    | <ul style="list-style-type: none"> <li>No major barriers to commitment were identified</li> </ul>  |
| <b>Career aspirations</b>        | Probationers want to: <ul style="list-style-type: none"> <li>Learn as much as possible during their tutorship</li> <li>Go for promotion &amp; HPDS</li> <li>Sample the different work areas</li> </ul> |
| <b>Demographical differences</b> | <ul style="list-style-type: none"> <li>Significant differences were found on individual questions as a result of age, educational level, family history, gender and marital status.</li> </ul>         |

Table 6.3: Summary table of Organisational Commitment and Career Aspirations results

## 7 Attitudes to Diversity

### 7.1 Introduction

The items for the final section of the questionnaire were designed based on an analysis of previous cultural surveys and a review of the pertinent diversity issues impacting upon the organisation at present. The results are given below. Figures in bold refer to the current Time 3 responses. The figures beneath them indicate the percentage difference between Time 2 and Time 3 data.

| Questionnaire Item   | Agree/ strongly agree | Undecided         | Disagree / strongly disagree |
|--|-----------------------|-------------------|------------------------------|
| 44. The values of the organisation adequately emphasise the need to treat others fairly and with respect | <b>92%</b><br>-1%     | <b>6%</b><br>+2%  | <b>2%</b><br>-1%*            |
| 45. Overall, I think PSNI is an organisation, which takes equal opportunities seriously.                 | <b>94%</b><br>+2%     | <b>4%</b><br>-3%  | <b>2%</b><br>+1%             |
| 46. On a day-to-day basis, I feel my colleagues at work treat me with respect and dignity.               | <b>96%</b><br>+7%     | <b>4%</b><br>-6%  | <b>0%</b><br>-1%             |
| 47. I enjoy a harmonious working environment and atmosphere at PSNI.                                     | <b>88%</b><br>+10%    | <b>10%</b><br>-7% | <b>2%</b><br>+3%             |
| 48. I see protection of human rights as a fundamental part of my job.                                    | <b>93%</b><br>-4%     | <b>5%</b><br>+2%  | <b>1%*</b><br>-*             |
| 49. My immediate work colleagues are committed to treating all members of the public fairly.             | <b>92%</b><br>+4%     | <b>6%</b><br>-4%  | <b>2%</b><br>-               |
| 50. My immediate supervisors are committed to actively promoting and                                     | <b>88%</b><br>-6%     | <b>10%</b><br>+5% | <b>2%</b><br>+1%             |

|   |                    |                    |                    |
|---|--------------------|--------------------|--------------------|
| valuing diversity in the workplace.   |                    |                    |                    |
| <b>51.</b> The organisation talks a lot about diversity but rarely does anything about it.  | <b>4%</b><br>+2%   | <b>22%</b><br>+4%  | <b>74%</b><br>-1%* |
| <b>52.</b> The physical environment is sufficiently neutral in terms of not promoting a particular political or religious perspective | <b>87%</b><br>+2%  | <b>10%</b><br>+1%  | <b>3%</b><br>-3%   |
| <b>53.</b> There are aspects of the physical or working environment that I find intimidating or offensive.                            | <b>2%</b><br>-5%   | <b>12%</b><br>+2%  | <b>86%</b><br>+4%* |
| <b>54.</b> Contentious issues are openly explored and debated in a non-threatening manner.  | <b>48%</b><br>-13% | <b>40%</b><br>+21% | <b>12%</b><br>-7%* |
| <b>55.</b> Harassment of any kind is not tolerated in this organisation.  | <b>83%</b><br>-9%  | <b>16%</b><br>+10% | <b>1%</b><br>-1%   |

**Table 7.1:** Summary of diversity response from Time 3 with comparison data from Time 2.

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

## 7.2 Positive Results

Responses remain high across all diversity items. Overall, probationers are content with the way PSNI handles and promotes diversity. The items to receive the highest positive ratings include:

*On a day-to-day basis, I feel my colleagues at work treat me with respect and dignity. (96% agree or strongly agree)*

*Overall, I think PSNI is an organisation, which takes equal opportunities seriously. (94% agree or strongly agree)*

*I see protection of human rights as a fundamental part of my job. (93% agree or strongly agree)*

Interview data supports the strong positive ratings given to the diversity questionnaire items. Feedback from interviews indicates that most stations are politically correct and that probationers are finding their work environment sufficiently neutral. The exceptions to this have been a few students who experienced derogatory references being made about Christians and some homophobic attitudes. However, the majority of students report being treated fairly and have not experienced anything disconcerting.

*“I haven’t experienced anything that has worried me at all, nothing whatsoever.”*

*“The physical environment is fine, it’s not at all off-putting.”*

Probationers reported that they feel they can now talk more freely than in Garnerville although they are still very aware of their limits. Many individuals felt there was too much emphasis on diversity in Garnerville and they can now enjoy some banter and humour, which they find makes for a more ‘real world’ environment.

*“We are all aware of what is and what is not appropriate.”*

*“People are in the real world but they don’t say anything bad.”*

*“Garnerville was very, very politically correct. In the stations you have a bit of banter.”*

In line with the questionnaire findings, interviewees stated that they weren’t aware of any equal opportunities issues in the stations and reported that everyone is treated the same. Probationers feel they had been well received in the stations and tutor units and that once people got to know

them for themselves and see them as an additional resource they were viewed favourably. It appears that a conscious effort has been made by most to help the new recruits settle in.

*“(I have had) nothing but support from my colleagues.”*

It is encouraging to see that one of the biggest rises in positive responses by candidates is in response to the question “*On a day to day basis, I feel my colleagues at work treat me with respect and dignity.*” In total 96% of probationers agreed or strongly agreed with this item. This result indicates that generally probationers are integrating well into their new work environment. At Time 2 probationers anticipated some possible problems integrating with station-based former RUC officers. A number of individuals were wary of possible resentment, while others were concerned about how they were being portrayed out in the DCU’s. However, the positive result achieved at this point indicates that the probationers’ co-workers have been quick to appease their initial fears.

### **7.3 Barriers to a Diverse Environment**

Overall, responses to diversity questionnaire items are high, although in comparison to the Time 2 results a number of items have decreased in the number of positive ratings.

During interview, probationers did not raise any significant diversity issues, which they were concerned about. However, examination of the quantitative data reveals one item, which received a lower positive rating than all other items. This is item 54: *Contentious issues are openly explored and debated in non-threatening manner.* This continues a trend from Time 1 and Time 2 in which this same item received the lowest rating.

Unfortunately, there is no qualitative data to try to gain more insight into this area. However, previous results regarding the discussion of contentious issues were always in reference to the training environment at Garnerville. Probationers responding at this point in time are based in stations and tutor units. However, 40% of respondents were still undecided about this issue. Only future results will reveal the extent to which this is a real and enduring issue. It remains an area of concern at this point in time.

### **7.4 Differences due to Variables**

More detailed analysis of responses to individual questionnaire items found a number of differences due to different demographic variables. Significant differences were found based on marital status, religious background and gender. Below is an outline of where these differences seem to lie.

- Individuals who are married/co-habiting were more likely than those who are single/divorced to strongly agree with item 44: *The values of the organisation adequately emphasis the need to treat others fairly and with respect*, and item 52: *The physical environment is sufficiently neutral in terms of not promoting a particular political or religious perspective*. The same probationers were also more likely to strongly disagree with item 53: *There are aspects of the physical environment that I find intimidating or offensive*.
- More single/divorced respondents, than those who are married/co-habiting, were undecided about item 49: *My immediate work colleagues are committed to treating all members of the public fairly*. A higher number of female than male probationers were also undecided about this item.
- Protestants were more likely than Roman Catholics to strongly agree with item 49: *My immediate work colleagues are committed to treating all members of the public fairly*.

Based on the first 12 diversity questions, no significant differences were found due to family history/connection to the police, education, age or previous police experience. Similar to the Time 2 results, the variables family history/connection to the police and age continue to have no significant effect on results.

Except for more married/co-habiting probationers strongly disagreeing with item 53, these demographical findings do not correlate with results from Time 2.

## **7.5 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 237.

The data indicates that the majority of students do not feel under threat or intimidated due to personal factors. However, a number of individuals are still undecided about some of these categories. In particular, a number of respondents stated they were undecided about feeling under threat or intimidated as a result of their sexual orientation and/or disability. Although these figures are low, they can be considered as relatively high given the small group of people who fall into these two categories across the total sample. We intend to monitor these trends at future points in time.

| I feel under threat or intimidated because of my: | Agree / strongly agree            | Undecided                           | Disagree / strongly disagree              |
|---|-----------------------------------|-------------------------------------|---|
| Religious belief                                  | <b>4</b><br>(2 P, 2 RC)           | <b>17</b><br>(6 P, 11 RC)           | <b>216*</b><br>(108 P, 103 RC)*           |
| Political opinion                                 | <b>1</b><br>(1 RC)*               | <b>20</b><br>(8 P, 12 RC)*          | <b>216*</b><br>(108 P, 103 RC)*           |
| Gender  | <b>7</b><br>(1 M, 6 F)            | <b>14</b><br>(2 M, 12 F)            | <b>216*</b><br>(152 M, 64 F)              |
| Marital status                                    | <b>3</b><br>(2 Single, 1 Married) | <b>14</b><br>(8 Single, 5 Married)* | <b>220*</b><br>(102 Single, 117 Married)* |
| Ethnic origin                                     | <b>0</b>                          | <b>8</b>                            | <b>229*</b>                               |
| Sexual orientation                                | <b>0</b>                          | <b>9</b>                            | <b>228*</b>                               |
| Disability  | <b>0</b>                          | <b>4</b>                            | <b>135*</b>                               |

**Table 7.2:** Summary of variables contributing to students' feelings of intimidation at Time 3.  
\*Due to missing data some of the above sub-categories are incomplete.

It should be noted that, based on the demographic details of the sample that returned questionnaires, 100% respondents were white and 0% had a disability. This discrepancy with the above data could be because some respondents are confusing religious background with ethnic origin. Furthermore, some individuals may consider themselves to have a disability, although it may not be sufficiently serious to fall within the strict definition used for monitoring purposes.

## 7.6 Diversity Summary

| Sub-section             | Areas highlighted   |
|-------------------------|---|
| <b>Positive results</b> | <ul style="list-style-type: none"> <li>• Probationers feel they are treated with respect &amp; dignity</li> <li>• PSNI takes equal opportunities seriously</li> <li>• Probationers see the protection of human rights as fundamental part of job</li> </ul> |

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>• The tutorship is seen as ‘real world’</li> </ul>  |
| <b>Barriers to diversity</b>                      | <ul style="list-style-type: none"> <li>• Some probationers feel contentious issues are often not discussed</li> <li>• There are no other major diversity issues</li> </ul> |
| <b>Differences due to variables</b>               | <ul style="list-style-type: none"> <li>• Significant differences were found on items as a result of marital status, religious background and gender</li> </ul>             |
| <b>Students feeling threatened or intimidated</b> | <ul style="list-style-type: none"> <li>• A number feel under threat as a result of personal variables</li> </ul>   |

**Table 7.3:** Summary Table of Attitudes to Diversity.

## 8 Priority Areas and Recommendations

To assist PSNI personnel in responding to these survey results, the following issues have been identified and summarised as the key priority areas for action. Many of these issues duplicate those raised at Time 2. It should be noted that the duplication of development areas over time emphasises the continuous negative affect these problems are having on probationers.

1. Recognition needs to be given to everyone involved in making the tutorship a success, in particular the tutor constables. Results from all four areas in this research indicate that the tutorship is a positive learning experience for probationers, and that this is facilitated in particular by the contribution and dedication of their tutors.
2. The physical environment continues from Time 1 & 2 to yield the greatest number of negative responses from students. Over 50% of respondents were dissatisfied with the physical environment they are working in. These ratings refer to the probationers' new environment of tutor units and stations in which they are now based. The precise problem with the environment of the stations needs further investigation and address.
3. The tutorship experience is varying for a number of probationers. The biggest difference seems to lie between tutor unit and station based tutorships. A review of exactly how the two set ups are differing is needed before both systems can start to become congruent.
4. The PDP's and assessment system continues to cause problems. Probationers are finding it repetitive and lacking value, overall it appears to be increasing job-related stress. These findings reinforce those from both the Time 1 & 2. The PDP's need to be evaluated to see if the gain from this type of assessment is proportionate the amount of effort invested.
5. The period that probationers spend in CJU appears to be too long. This issue is somewhat confusing, as internal documentation from SDHR and an Inspector from Foundation Faculty<sup>2</sup> has identified a skills gap in probationers file preparation skills.

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<sup>2</sup> Report on group discussion on file preparation with probationers in Maydown. Foundation Faculty, 8<sup>th</sup> May 2003

Hence, it is suggested that this area is investigated not just in isolation of the length of time spent in CJU but also in the way file preparation is taught in Garnerville.

6. The amount of learning resources available to probationers in stations and tutor units is not satisfying the majority of probationers' needs. Resources need to be invested into this area if PSNI is to promote life-long learning not just for its new recruits but also for all officers.
7. It is important that the one to one probationer to tutor ratio is maintained / re-introduced if students are to gain the maximum from their tutorship training. Systems need to be in place for when a tutor is sick, on a rest day or on annual leave. This may require increasing the number of available tutors, or having a 'floating' tutor in each district.

The Change Management Audit report stated that several rural DCU's had an establishment level of trained tutors, which permitted cover and downtime from tutoring. This was viewed as good practice.

8. Probationers are dissatisfied with the amount of stress in their job. This issue needs to be resolved by looking at the key influencing factors: a lack of work-life balance and the amount of administrative work. These issues reiterate the Time 2 findings.

## 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.

## Appendix A: Time 3 Questionnaire

Intake Number YY  
Q'aire Stage YY  
Candidate Service No. YYYYYYY

## Monitoring the Perceptions of the First Recruits to PSNI

### *Introduction*

Thank you for participating in this study once again. The purpose of the study is to monitor the perceptions of the first PSNI recruits towards key aspects of the organisational climate. This is the third of five times when we will actively seek your views during the first years of your service. **You should complete the questionnaire this time, based on your views and experience as your tutorship comes to an end.**

This study provides you with a chance to have your say. We will use the information you give to improve the working environment for all. We hope you will take this opportunity to provide us with information that will make a difference.

Your views are entirely confidential. Responses will be analysed and reported on at group level and no individual will be identified from the responses they have provided. Service numbers are required solely for statistical tracking purposes. The people responsible for analysing the questionnaires will not have access to people's names as they match against service numbers.

There are five sections in total to complete. Please read the instructions carefully at the beginning of each section and **answer all questions**. The questionnaire should take no longer than 15 minutes to complete.

**Please return the completed questionnaire, in the envelope provided, to Kerri McDonnell, Occupational Psychologist, Lisnasharragh**

Before turning over, please enter your service number in the box marked 'Candidate Service No.' in the top right hand corner of this page. Please also ensure you complete the biographical details on the back page of the questionnaire.

THANK YOU FOR YOUR CO-OPERATION.

## 10 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  |  |
|---|-----------|---|---|---|---|---|---|--|--|
| People are cramped, little privacy & poor conditions. | 1         | 2 | 3 | 4 | 5 | 6 | 7 | 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.

|   |   |   |   |   |   |   |   |  |
|---|---|---|---|---|---|---|---|--|
| Very few or no trained people, poor resources and equipment | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 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.

|  |   |   |   |   |   |   |   |  |
|--|---|---|---|---|---|---|---|--|
| Little encouragement to learn; low expectations of people in terms of new skills & abilities | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 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?

|  |   |   |   |   |   |   |   |  |
|--|---|---|---|---|---|---|---|--|
| Feelings kept to self; secretive; information is hoarded | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 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.

|   |                  |   |   |   |   |   |                  |  |
|---|------------------|---|---|---|---|---|------------------|--|
|   |                  |   |   |   |   |   |                  |  |
|   | <b>Very poor</b> |   |   |   |   |   | <b>Excellent</b> |  |
| 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.

**43. 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 |

**44. 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 |

**45. 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 |

**46. I enjoy a harmonious working environment and atmosphere in PSNI.**

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

**47. 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 |

**48. 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 |

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

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

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

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

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

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

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

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

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

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

**54. Harassment of any kind is not tolerated in this organisation.**

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

**55. 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.

|            |  |
|------------|--|
| <b>56.</b> | <b>What do you most like about your job and your work environment?</b> |
|            |  |

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

**Please turn over now and complete Section 5.**

## SECTION 5: BIOGRAPHICAL DETAILS

Please complete all questions below by ticking one box only.

|   |  |
|---|--|
| <p><b>GENDER:</b></p> <p>Male <input type="checkbox"/></p> <p>Female <input type="checkbox"/></p>   | <p><b>MARITAL STATUS:</b></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><b>AGE:</b></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><b>COMMUNITY BACKGROUND:</b></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><b>PREVIOUS POLICE EXPERIENCE:</b></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><b>FAMILY HISTORY:</b></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><b>EDUCATION:</b></p> <p>Please indicate your <b>highest level</b> of educational qualifications by ticking <b>one box</b> only:-</p> <p style="text-align: right; margin-right: 20px;">Please tick<br/>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><b>DISABILITY:</b></p> <p>Do you consider yourself to have a disability?</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p><b>If yes, please give details</b> _____</p> <p>_____</p>  |

**ETHNIC ORIGIN:**

- |                    |                          |                          |                           |                          |
|--------------------|--------------------------|--------------------------|---------------------------|--------------------------|
| White              | <input type="checkbox"/> | <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"/> |

Other (please specify) \_\_\_\_\_

**REGION:**

North Region:

South Region:

Urban Region:

