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Making safer, more inclusive workplaces is something I am sure all policing jurisdictions aim for but individual values and organisational culture can play a part in disrupting this goal. I constantly hope to achieve a safe, inclusive and diverse workforce in my area of responsibility. For this reason, this research was very important for me. The research saw the development of the Voice4Values (V4V) ethical training program, which is similar to the FBI and Anti-defamation League program. In 2014, I attended this program when I attended the FBI and it left me with a passion to help create a better workforce.

I am grateful to the volunteers of Courage to Care especially their CEO Andrew, co-ordinator Margaret, facilitators Peta, Astrid and Lee, Curator Rachel and Egon, our survivor. Their work is amazing and I hope they continue to remind people of the values of standing up for others in the face of discrimination and bullying.

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V4V is an incredible program. It owes its success to the Courage to Care organisation and remembers those who died due to persecution in World War 2 and those who suffer persecution today.

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Abstract

The Federal Bureau of Intelligence and the Anti-Defamation League conduct the program "*Law Enforcement and Society: Lesson from the Holocaust*", designed to combat racism and prejudice. Importantly, it also encourages people to be upstanding when they witness such events. Taking one back in time to the Holocaust and vividly seeing what police officers did during the period, ensured a significant emotional and personal impact on participants. *How do the values of an officer change? What makes that happen? How can we prevent it?* Designing a similar program for the Queensland Police Service (QPS) saw the Voice4Values (V4V) created with the assistance of a not-for-profit organisation, "Courage to Care".

The V4V program, designed to include adult learning techniques and the successful active witness model (Polanin *et al.*, 2012), teaches participants to recognise and intervene in poor workplace behaviours. Having piloted the program on five occasions with strong positive evaluations, it was decided to conduct a randomised controlled trial (RCT) assessing the effectiveness or otherwise of the program. There were three main drivers behind this trial: firstly, to reduce poor behaviours within the QPS; secondly, to ensure the program worked in the way envisaged; and thirdly, due to the expense of the program, to examine whether it was cost effective.

The QPS academy trains approximately 800 recruits each year. With literature suggesting that recruits' values decline during their training (Ford 2003; Chan *et al.* 2003) and the fact that this training venue is ideal for moral training (Sherman 1980), this was thought to be the best location to conduct an RCT. Over three intakes in 2015, 260 recruits entered into the RCT. Randomised into experimental and control groups, the experimental group participated in the V4V program. Dr Elise Sargeant from the University of Queensland developed a survey to test the logic model designed for this training. The model worked on the philosophy

that participants in the V4V program needed to have enhanced recognition of poor behaviours such as racism and sexism in order that they are encouraged to intervene in such incidents. At the commencement of the recruit training program, immediately after the V4V program and six weeks after the intervention, recruits completed the survey. The survey analysed their ability to recognise prejudicial, racist and sexist behaviour; acceptance of equality and diversity; enhanced empathy and stated willingness to intervene in racist and sexist incidents.

Whilst the current format of V4V did not achieve the expected results as far as enhancing recognition of poor behaviours, it did demonstrate that the program was valuable concerning constructs of equality, empathy, discrimination and intervening in incidents. The results also suggest that V4V acts as a buffer to declining values of recruits. As a result, changes in training and policy are required in an effort to combat declining values, ensuring the QPS academy is safe and free of poor behaviours.

Chapter 1 Introduction

On average, adults spend up to a third of their waking life at work (Harter *et al.* 2003), and when it comes to innovation, performance, competition and ultimately business achievement, employees are important (Bakker and Schaufeli 2008). They are both assets and vehicles to achieve success for organisations (Grawitch *et al.* 2006) and their wellbeing is in the best interest of an employer (Harter *et al.* 2003). Healthy workplaces tend to have diversity, greater employee morale, higher attraction and retention rates and enhanced employer–employee relationship (Fulmer *et al.* 2003; Grawitch *et al.* 2006). These healthy workplaces aspire to be free of unhealthy behaviours such as racism, bullying, and sexist behaviour, have a tolerance for diversity, and have employees who treat people fairly and respectfully (Einarsen and Hoel 2008).

The financial costs resulting from bullying, harassment and other poor behaviours can be crippling to an organisation. It is estimated that they cost American businesses \$300 billion annually (Clay 2010) and in the United Kingdom £13.75 billion annually (Giga *et al.* 2008). In Australia, the House of Representatives Standing Committee on Education and Employment Report (2012) found that poor workplace behaviours cost the Australian economy between \$6 billion and \$36 billion each year.

Australian research by Elshaug *et al.* (2004) found that as many as 70% of employees are or have been harassed. The United Nations surveyed 15 European Union countries and concluded that workplace harassment is reaching epidemic proportions, with up to one in two workers suffering (Krug 2002). Researchers (including Boni *et al.* 2002; Marchetti and Ruskin 2004) have found that people subjected to harassment suffer from stress, low morale, low productivity and little commitment to their organisation.

This thesis reports on the results of an experimental evaluation of a new ethical training program called the Voice 4 Values (V4V) program. Designed especially for the Queensland Police Service (QPS), V4V trains recruits to recognise and understand harms in the workplace and foster values that encourage them to intervene in workplace harassment incidents. This chapter begins with a discussion of the relationship between police values at the recruit level and their attitudes and perceptions of a range of poor workplace behaviours. It then introduces the justification for this research and provides insights into teaching of values and attitudes to students, followed by a discussion of the logic model designed and a description of the V4V training. Finally, this introduction will provide an outline of the other chapters in this thesis.

1.1 Harassment and Workplace Bullying in Policing

Policing agencies are not immune from harassment and bullying behaviours. Alarming, researchers (Lafontaine and Tredeau 1986; Niebuhr, 1977) not only find these negative behaviours in policing, but also find that because of the gender imbalance, favouring males (Goward 2002), the likelihood of harassment is greater than in many other occupations. In an occupation in which employees swear an oath to protect others, having knowledge of harms and encouragement to have a voice to intervene is critical.

Sutton in 1996 found that sexual discrimination and harassment in New South Wales Police Force was occurring at a far greater rate than in the Australian workplace in general. In a survey, 80% of the 822 participants indicated that they had experienced harassment (Sutton 1996). In a survey of 900 QPS officers, 92% of female police officers and 67% of unsworn female members reported experiences within the preceding two years of at least one harassing behaviour (Circelli 1998). More recently, the Victorian Equal Opportunities and Human Rights Commission (VEOHRC) (2015) investigated harassment within the Victoria Police. Over 5000 members took part in the research, which found that 40% of women and

7% of men had experienced sexual harassment (VEOHRC 2015). The research found that sexual harassment was normalised and minimised and that sexism and poor behaviours were widespread across the organisation (VEOHRC 2015).

1.2 Justification for research

Research shows that when people apply to become police officers they have a willingness to help people (Cumming *et al.* 1965; Ford 2003) and demonstrate high ideals and values (McNamara 1967; Ford 2003). However, during their time at the academy (Ford 2003), followed by their first year of field training (Sherman 1980) and their subsequent years as a sworn officer (White *et al.* 2008), such values and attitudes can erode after being exposed to negative aspects of police culture.

Historically, this erosion has resulted in serious consequences. Alderson (1998) suggests that subversion of the police role occurs when ideals of justice and social equality are not those of the government of the day. This was evident in the perversion of the German police during World War 2 (Alderson 1998). German police officers should have had, and some did have, moral courage and values. However, history shows that officers were often complicit in the wrongs of the day (Alderson 1998).

Poor behaviours by police still occur. For example, media outlets report on the rapes and murders by officers (see for example <http://www.mirror.co.uk/news/uk-news/>; <http://www.mintpressnews.com>). Officers are also disciplined and their employment terminated for wrong doings (see for example <http://www.theguardian.com/uk-news/2016/feb/04/>; <http://mypolice.qld.gov.au/blog/2016/01/27>). These poor behaviours are often witnessed; however, many are never reported or intervened in (Crime and Misconduct Commission 2010). This failure to report is at odds with the very reason policing exists - to protect people and to enforce law and order. Polanin *et al.* (2012) suggests one reason for

this is that employees need to recognise poor behaviours in the workplace in order to prevent them. Training, often viewed as the panacea to all problems, is one way to ensure recognition and intervention of poor behaviours, but training aimed at enhancing one's ethics and values is difficult (More and Wegener 1992; Piper *et al.*1993).

1.3 Ability to teach values, attitudes and behaviours

Acknowledging the difficulties in changing values and behaviours, the best training programs for recruits should build upon their pre-academy life experiences, use case studies with problem solving and ensure recruits are active in the learning process (Killen 2007). These strategies are important to enhance learning (Killen 2007). Specific methods could include case studies of ethical dilemmas, real life experiences, role-playing and an analysis of factors that may affect officers' ethical values (Metz 1986).

V4V is a new ethical training program and is the subject of this study. V4V is intended to provide recruits with the knowledge of harms in the workplace and encourage them to have a voice to intervene. The relationship between the program and its aims, combined with the recruit values and their attitudes and perceptions of behaviours in workplace provides the basic logic model (figure 1.1). The desired outcomes of the logic model include enhanced recognition of poor behaviours and a stated willingness to intervene in them.

V4V LOGIC MODEL



Figure 1.1 Voice4Values logic model

The V4V logic model outlines two active components that shape a recruit's attitudes and perceptions towards recognition and acceptance or non-acceptance of poor behaviours in the workplace such as racist and sexist behaviours, prejudice, and lack of equality and diversity, along with empathy and stated willingness to intervene. These active components are required for effective prevention of these behaviours, because people must have both the knowledge and a willingness to do or say something (Polanin *et al.* 2012). The first active component in the logic model is knowledge of workplace harms. The second active component considered to influence these attitudes and perceptions is encouragement to have a willingness to intervene.

Having knowledge of workplace harms will not itself eliminate the problem. However, it is an important step in combating the problem (Tan *et al.* 1996). Two major approaches by organisations in recent years to minimise harms have been the implementation of affirmative action plans and diversity management programs (Kalev *et al.* 2006). However, even though these strategies may have some impact, it is clear that prejudice and discrimination still

exists (Kochan *et al.* 2003). There are also prevention programs providing knowledge and enabling recognition of a variety of workplace harms (Greenberg 2011). However, other programs that combine knowledge with encouragement, by including bystander intervention training are increasing. These programs are prominent in education systems, and appear effective at reducing bullying and harassment among schoolchildren (Polanin *et al.* 2012).

1.4 Voice 4 Values Intervention Program

Until this program, the QPS offered no formal training on racist and sexist attitudes, prejudice, equality, diversity or empathy. V4V fills this gap in recruit training. V4V explicitly seeks to increase knowledge of workplace harms and encourage participants to have a voice to stand up to workplace harms. It was developed for the QPS from two other related programs – “Courage to Care” (a school-based program conducted by the Courage to Care organisation) and “*Law Enforcement and Society: Lessons from the Holocaust*” (a program conducted by the Federal Bureau of Intelligence (FBI) and the Anti-Defamation League).

Commissioner Ramsey, Philadelphia Police Department, visited the United States (US) Holocaust Memorial Museum in 1998. Haunted by what he saw, he asked “Germany, having been a democratic society, what happened? How did those police officers, that probably took an oath very similar to the one I took, become part of something so horrible?...Where were they when the libraries were being looted?...Where were they when atrocities took place?...”(Ramsey 1998 retrieved from podcast on 15 August 2015 at:

<http://www.ushmm.org/confront-antisemitism/antisemitism-podcast/charles-ramsey>). Seeing similarities between the actions of police during the Holocaust and some biased policing methods of today, Commissioner Ramsey worked with the Anti-Defamation League and the United States Holocaust Memorial Museum to create the program “*Law Enforcement and Society: Lessons from the Holocaust*”.

Commissioner Ramsay stated "[i]t is difficult for police officers to rid themselves of bias...we see things on the street on a regular basis that most people are never exposed to... it's very difficult not to carry that around with you, but you have to fight against that...you just can't have a situation where you begin to label entire groups or individuals...and make all kinds of broad conclusions about individuals ...it's very easy for your values to erode over time...Our oath has to stand for something, and if it doesn't then there are some severe consequences..."(Ramsey 2000 - at: <http://www.ushmm.org/confront-antisemitism/antisemitism-podcast/charles-ramsey>)

Today, more than ninety thousand law enforcement personnel have participated in this program. Its design enables officers to examine the police profession, the role police played in the Holocaust, and the role police play in today's world and challenges police to reflect upon their professional and personal responsibilities, with a focus on choice, individual accountability and maintaining core values (retrieved from <https://www.ushmm.org/> on 15 March 2016).

Another program designed to teach similar values is a program developed by the charity group, "Courage to Care". This program celebrates people who have the courage to care. Delivery is through the sharing of stories of ordinary people from the Holocaust period whose acts were extraordinary in their bravery and impact. The program seeks to provide examples of how each child could make a difference by taking positive action when faced with bullying and discrimination (retrieved on 15 November 2015 from <http://couragetocare.com.au>).

Teaming with Courage to Care, and utilising a similar format to the US program, the QPS developed V4V. This program seeks to instil in police the ability to recognise prejudice and racist and sexist behaviour in the workplace, along with the importance of diversity, equality and empathy. It then builds upon this knowledge to encourage individuals to make a difference and to intervene when they are subjected to or a witness to poor behaviours. V4V

educates people of the dangers of prejudice and discrimination through stories of survival of the Holocaust from victims, perpetrators and bystanders.

Differing from the US program, the V4V program includes the additional constructs of sexist behaviour and empathy to address negative components of police culture. In V4V, police recruits view a DVD depicting scenarios of a variety of poor behaviours in a policing workplace. These scenarios were compiled from a list of regular complaints made to the Ethical Standards Command of the QPS. The DVD portrays three inappropriate workplace scenarios. They relate to racism – the false belief that certain racial groups are better or worse than others (Kleg 1993); prejudice – the irrational attitudes, beliefs and opinions that the members of one group have for another (Kleg 1993); and discrimination – the unjust treatment of people, especially on the grounds of race, gender, age, sex or religion (Ellis and Watson 2012). The incidents contain examples of sexual discrimination, bias, and racist and prejudicial language. The scenarios, also posed as vignettes in the survey, provided realistic events for recruits to consider.

Following the DVD, a historian narrates the history of World War 2 and the methods used by leaders to ensure compliance by law enforcement officers during the Holocaust. The narration includes photographs of real life situations of the time and stories of people who recognised and had the courage to intervene in wrong situations. Participants consider how police could commit atrocities and how likely that it could happen today.

A survivor from a death camp then describes his experiences with law enforcement, including stories of how officers aided and hindered his family's survival. Role-playing, by seeing situations through the eyes of a survivor from a death camp, puts the recruits into the scene and through skilful group facilitation they are guided to see how they would react in similar circumstances. This part of the intervention involves the theory of role-playing (Harris 2004). Being in someone else's shoes can produce changes in people's attitudes and

opinions because it allows people to gain an insight into how others see the world and how they might behave in other positions (Harris 2004). V4V uses a victim from the Holocaust in the hope that individuals may learn something about themselves by acting according to the way they think they really would respond if they were in a particular situation (Harris 2004). A professional facilitator concludes the training with an interactive session.

1.5 Evaluating the V4V Program: A randomised controlled trial

From an economic perspective, V4V is a costly program to deliver. It relies on an interstate organisation travelling, with a historian, a survivor and a specialist facilitator. It also necessitated the production of a DVD. The estimated cost of this program is \$480 per person and delivery to the nearly 16,000 members of the QPS could cost \$7.6 million.

Conducting a randomised controlled trial (RCT) is viewed as the most reliable method for determining whether the treatment was effective (Weisburd 2010). This RCT tests the V4V program with the most rigorous research design to determine its effectiveness in enhancing participants' recognition of poor behaviours in the workplace and their stated willingness to intervene in racist and sexist behaviours.

1.6 Hypotheses

The central research question of this thesis is: **can a values education program at recruit level increase empathetic attitudes and a stated willingness to intervene to stop poor behaviour in the police workplace?**

The RCT tested the following hypotheses:

H1. That recruits receiving the V4V program are more likely to recognise prejudice and racist and sexist behaviour in the workplace than those recruits not receiving the V4V training.

H2. That recruits receiving the V4V program are more likely to have enhanced empathy and an enhanced acceptance of equality and diversity in the workplace than those recruits not receiving the V4V program.

H3. That recruits receiving the V4V program are more likely to say that they are willing to intervene in racist and sexist incidents in the workplace than those recruits not receiving the V4V program.

Recruits' recognition of situations and stated willingness to intervene was tested before the V4V training, immediately following the training and then six weeks later.

1.7 Roadmap of thesis

This thesis consists of the following chapters: Chapter 1 is the introduction, introducing the V4V training, the reasons behind its development and the RCT and associated hypotheses. Chapter 2 reviews the existing literature regarding police culture and its impacts on police recruits at the police academy. It also explores the literature surrounding the constructs of this RCT – racist and sexist behaviour; prejudice, equality, tolerance for diversity and empathy (cognitive, affective and concerning discrimination). It also considers the literature concerning bystander theory and how people can be encouraged to be upstanding against such poor behaviour in the workplace. The chapter also discusses the evidence concerning the effectiveness of these types of training programs. Chapter 3 details the methods used to evaluate the V4V program using an RCT. Chapter 4 provides the results of the three waves of surveys at baseline, immediately following the intervention and then six weeks post-intervention. Chapter 5 discusses the key findings and draws conclusions for the future of the V4V program.

Chapter 2 Literature Review

2.1 Introduction

Police officers are integral to the safety and security of the community. Entrusted to protect those they serve, police are looked to in times of crises, during disasters and daily in the prevention and detection of crime. Thorough recruitment procedures and effective training are required to select the most suitable recruits and to prepare them for their policing role (White and Escobar 2008). Recruits have a motivation and a desire to help others (Cumming *et al.* 1965; Charles 1982) and have high ideals and positive ethical standards (Fielding 1998; Chan *et al.* 2003; Ford 2003). Further development of this motivation may create officers who will be ethical, tolerant and upstanding throughout their careers.

This chapter provides a review of the literature, drawing from the logic model of the V4V program. Firstly, there is an overview of the problems associated with police culture and recruit training. Following this, the chapter focuses on the erosion of perceptions and attitudes, including attitudes towards racism, sexist behaviour, and prejudice. Next is a discussion of tolerance for diversity in the workplace and equality. The literature concerning empathy is reviewed, as is that of bystanders and their willingness to intervene when witnessing negative behaviours of others. A discussion of the literature surrounding training and the effectiveness of anti-harassment type programs, along with the literature concerning RCTs in policing, concludes this chapter.

2.2 Police Culture

Police culture, well researched for over 50 years, is the occupational beliefs and values shared by officers (Roberg *et al.* 2000). It is varied and diverse and appears in jurisdictions of various democratic countries (Constable and Smith 2015). The culture has both negative and positive aspects. On the negative side, the culture appears to influence some officers to

be authoritarian, cynical, dogmatic, secretive and suspicious (Butler and Cochrane 1977), with racist and sexist behaviour traits (Chan 1996; VEOHRC 2015). Research from countries such as Australia (Chan 1996; Chan *et al.* 2003; VEOHRC 2015), Canada (Murphy and McKenna 2007) and the United States (Ingram *et al.* 2013) portrays police culture as negative, isolating and resulting in the development of a machismo and racist attitude, with a strong sense of solidarity (Reiner 1992). Not all officers are influenced by culture (Chan *et al.* 2003), but a common thread in research is that a socialisation process seems to take place as recruits journey from being ordinary citizens to sworn officers. The police culture is sometimes instrumental in these changes (Chan *et al.* 2003).

The very nature of policing can affect police officers (Skolnick 2000). The potential dangers of police work draw officers together as an isolated group (Skolnick 1977). This danger can bring about feelings of isolation and alienation and that often shapes community members' perceptions of officers, who will describe them as different and distinct (Perrot and Taylor 1994). When the culture is negative, it can be used to validate or rationalise inappropriate behaviours (Chan *et al.* 2003), including ignoring or covering-up as well as failing to report such behaviours. There are varied reasons for this failure, including the notion of loyalty and solidarity (Newburn 2015), or a lack of trust in supervisors (Crime and Misconduct Commission 2013). Whilst some may deliberately participate, others may be unwitting or thoughtless as opposed to consciously supporting institutionally poor behaviour (McPherson 1999).

Police culture can also be positive, and researchers (see, for example, Wilson *et al.* 2001) believe it aids in ensuring a high standard of performance. Loyalty, teamwork, camaraderie and communication can be positive components. Individuals can actively contribute to cultural knowledge (Chan 1997) and there is no reason to believe that an individual cannot say and think in-line with police culture and still act with fairness and integrity when dealing with the community (Newburn 2003). Ensuring officers maintain high values and standards

as an individual can positively affect staff commitment, and organisational culture and success (Kouzes and Posner 2007; Rothwell 2010).

2.3 Recruit Training

Policing jurisdictions search for recruits with positive ethical values who want to make a difference (Carpenter and Raza 1987). Fortunately, policing attracts people with high levels of shared orientations of service, ethics and accountability (Roberg *et al.* 2005). Most recruits begin training with high principles and positive ethical standards (McNamara 1967). They are mostly 'high minded and service oriented' (Ford 2003, p.85).

These values are essential, as they not only influence recruits' choices and actions (Evans 2010), but also are important in shaping them as leaders (Shafer 2010). All police in some way are leaders – in the community, the organisation or their groups – and they need to exhibit integrity, honesty and trustworthiness (Shafer 2010). Like new members to other organisations recruits arrive eager to commence a new career and will develop a shared understanding of policing (Schein 1985). However, police recruits arrive with little understanding of what policing will be like (Ford 2003). Most have a romanticised view of daily police life, and in the first weeks, they learn that policing is little like the stories seen on television (Ford 2003). As they realise the reality of police work, some feel disenchanted and disillusioned (Crime and Misconduct Commission 2013).

With many influences at the academy, especially facilitators and peers, the training period is seen as the most significant and formative arena, where cultural traits, and particularly negative ones, can form (Constable and Smith 2015). Quickly influenced by cultures at the academy, recruits existing ethical values may erode (Ford 2003) and their original standards may decline (Lundman 1980; Sherman 1980; Reuss-Ianni 1984). The reasons for this can vary, but researchers lean towards the impact of the negative aspects of police culture as a

major cause (Chan *et al.* 2003). Formal inquiries (Scarman 1981; Fitzgerald 1989; Macpherson 1999) in the United Kingdom and Australia have attempted to influence training to rectify these identified problems.

Generally, instruction at academies revolves around a didactic and standardised curriculum (Kearsley 2010). It then progresses towards a more adult learning curriculum using problem solving and discussion (Kearsley 2010). The curriculum has a strong focus on safety and command and control that ensures recruits are well disciplined (Lundman 1980), but it can result in unquestioning obedience (McCreedy 1980), making it difficult for recruits to make the right decision in moral dilemmas.

Other behaviours can negatively influence recruits. Racist, sexist and prejudicial attitudes can affect creativity, productivity, culture and morale (Needham 2003). A lack of tolerance for diversity also appears to inhibit creativity and innovation, resulting in lower employee satisfaction and increased turnover (Roberge 2010).

2.4 Racism and Prejudice

Racism, discrimination and prejudice can be a dangerous mix in policing. Racism occurs when certain racial groups of people consider themselves better than others and prejudice refers to the irrational attitudes, beliefs and opinions that the members of one group have for another (Kleg 1993). Discrimination, posits Ellis and Watson (2012), is the unjust treatment of people, especially on grounds of race, age, sex or religion.

British inquiries found significant problems with racism in policing (Scarman 1981; Macpherson 1999). The Racist Violence Inquiry by the Human Rights and Equal Opportunity Commission (1991) found racism in all policing jurisdictions in Australia. In a New South Wales police study “the regular use of racist language, stereotyping of ethnic communities,

unfair targeting and harassment of minorities and in some instances the abuse of police powers against minority suspects” (Chan 1996, p.119) was found. Racist attitudes were also detected in the 2015 report into the Victorian Police (VEOHRC 2015).

Although it is not socially acceptable to promote racial superiority in the western world, it does not prevent subtle variants, including beliefs such as black people are more likely to commit crimes than white people (McConahay 1986). Racist jokes and language can be more insidious, entrenched, resilient and difficult to counteract (Pettigrew and Meertens 1995; Nesdale 1997), becoming institutionalised within organisational cultures (Bowser and Hunt 1991). The very nature of police operations is such that some toleration of stereotyping and harassment occurs because of the code of secrecy and solidarity amongst some officers (Chan 1993). Where racism or subtle racism exists as a key component in a police culture, the deterioration of police–community relationships is likely (Chan 1996; Chan *et al.*, 2003). Such deterioration is harmful to law enforcement agencies as procedural justice and legitimacy are crucial for their sustained success (Tyler *et al.* 2013). Constant scrutiny and scepticism (Newburn and Stanko 2013) and declining public consent to policing (Reiner 1992) due to the publicity arising from racist behaviours, could see police–community relationships worsen.

2.5 Sexist Attitudes

Sexual harassment, including sexual advances, requests for sexual favours and other verbal or physical conduct of a sexual nature (UN EEOC 1992) is prevalent in workforces, including policing. Since the first appointments of policewomen (Germany 1903 and US 1910), researchers have reported on the prevalence of sexual harassment of women (Lafontaine and Tredeau 1986). In the QPS, a survey of 900 officers found that 92% of women reported that within the two previous years they had experienced sexual harassment on at least one occasion (Circelli 1998). Whilst this is an old study, jurisdictions in Australia have found that

the culture has not changed significantly (VEOHRC 2015). Like other forms of harassment, sexual harassment on this scale affects not only the individual, but also the workplace and all other members within the workforce, and has 'the potential to inhibit the delivery of justice' (Newburn 2003, p.269).

Sexual harassment is often linked to gender bias and discrimination: inequalities between men and women occur when a person or group of people are treated unfavourably solely because of their gender (Lafontaine and Tredeau 1986). Although legislated against in Australia over twenty-five years ago, 21% of all complaints to the Australian Human Rights Commissioner are filed under the Sex Discrimination Act and 88% of those relate to sex discrimination in the workplace (retrieved from <https://www.humanrights.gov.au/publications/complaints> on 12 December 2015). A study in the US concluded that gender bias remains the single greatest deterrent to women achieving their full potential (Council of Graduate Medical Education 1995).

In the largest study of an Australian policing jurisdiction, the 2015 VEOHRC report surveyed over 5000 employees of the Victorian Police. Sexual harassment and bias was prevalent to such an extent that there was widespread acceptance of the behaviours and when harassers were identified, the response was often to make a joke of it or cover-up their actions (VEOHRC 2015). Apart from leaving many victims feeling isolated and vulnerable (VEOHRC 2015), harassment affects psychological well being and causes emotional distress to all employees (Rospenda *et al.* 2000). Prevalent sexual harassment and bias will also affect the number of women seeking to join an organisation (Person *et al.* 2000) and in times where diversity is important, jurisdictions cannot afford this outcome.

2.6 Equality and Diversity

Diversity is recognising and valuing individuals and placing a positive value on the difference they bring, whilst equality is about treating everyone fairly and giving them equal access to opportunities (O'Brien 2011). Diversity, which includes gender, age, language, ethnicity, sexual orientation, religious beliefs, cultural background and family responsibilities, promotes increases in innovation, improved service to clients and competitive practices, with different perspectives assisting efficiency and effectiveness (Cox and Blake 1991). Policing studies in Germany (Dudek 2007), United States of America (Bernstein and Kostelac 2002), United Kingdom (McLaughlin 2007) and New Zealand (Jaeger and Vitalis 2005) reveal that the levels of diversity within police are low when compared to that of their respective communities. The VEOHRC report (2015) found broad recognition and acceptance that the agency lacked diversity, and without diversity, a culture of double standards based on gender flourished (VEOHRC 2015).

Organisations around the world have started to recognise the importance of recruiting for diversity to reflect the communities that the agencies serve (White and Escobar 2008). However, despite significant research showing that diversity assists workplace commitment, improved conflict management and performance (Jehn *et al.* 1999), policing agencies lack diversity.

2.7 Empathy

Empathy is the ability to understand the emotions of others and share their feelings (Rogers 1951; Cohen and Strayer 1996). Importantly, empathetic police can increase trust and confidence, building legitimacy in interactions between police and the community and promoting cooperation within communities (Bottoms and Tankebe 2012).

Whilst empathy between the community and the police is important, it is also vital in the workplace. Respect for co-workers by demonstrating awareness and understanding of colleagues' feelings and needs (Stephan and Finlay 1999) promotes empathic workplaces, helping to create teams and alleviate negativity and distress (Joliffe and Farrington 2006). Building an empathic workplace may also alleviate negative behaviours, or at the least ensure the reporting of them (Stein 2010).

2.8 Willingness to Intervene

The ability to recognise negative behaviours and prejudice such as racism, sexist behaviours and inequality is important, but arguably more vital is the willingness of people to intervene in them. As found in the VEOHRC report (2015), intervention by police in sexist behaviour was low, creating a toxic environment that was neither supportive nor inclusive. The bystander literature offers insights into how organisations can cultivate a willingness to intervene and report instances of inappropriate behaviours (Rigby and Johnson 2006; Salmivalli *et al.* 2010). Prevention programs coupled with encouragement of bystander intervention is one effective way to reduce these poor behaviours (Rigby and Johnson, 2006; Salmivalli *et al.* 2010).

Namie and Namie (2000) found that often a number of workers witness poor behaviours and fail to act which causes suffering to the victim and also themselves (VEOHRC 2015). Rather than intervening, they withdraw, ensuring no resolution, the loss of productivity and poor morale (Rayner 1997). Police standing by as passive participants or actively involved in serious incidents resulting in severe injury or death of individuals have been widely reported. A highly publicised example of such behaviour was the police beating of Rodney King in Los Angeles during 1991, where a number of officers took part in the brutality. In 2013, cameras in Queensland captured a senior officer on security camera footage assaulting a handcuffed

tourist before jamming a fire hose into his mouth. During this incident, three other police officers failed to intervene.

A ten-year study by the Crime and Misconduct Commission (2010) in Queensland found that there was a tendency for officers to remain silent when confronted with poor behaviours in the workplace. Similarly, another survey conducted by the Crime and Misconduct Commission in 2013 found that up to half of first year constables and up to 30% of recruits said that they would do nothing when faced with situations of improper conduct.

A close look at the negative aspects of police culture may offer suggestions as to why police choose not to intervene in situations involving poor behaviour by colleagues. Crank (2015) believed that considerable peer-group pressure, combined with the belief that solidarity was important, led officers to ignore poor behaviour and the ostracising or harassment of anyone who intervened was common (Cancino and Roger 2004). This group loyalty assists officers in the resolution of hazardous operations, but misplaced, this loyalty sometimes leads to the turning of a blind eye to police misconduct (Richards 2010). Whatever the reason, such behaviour needs to be "called out" (VEOHRC 2015).

2.9 Can training impact these constructs?

Research into police culture is prolific – it considers racism, prejudice, harassment and other ethical dilemmas, but research concerning strategies to teach recognition of these behaviours, and evaluations of intervention programs in police agencies, are hard to find. This differs in the field of education where intervention programs, especially those concerning prejudice, racism and bullying, have been evaluated (Polanin *et al.* 2012). A meta-analysis of 12 school-based bullying prevention programs involving 12,874 students across Europe and the US, and the effects the programs had on bystander intervention behaviour, yielded evidence to suggest that the programs increased people's willingness to

intervene in experimental groups as compared to the control groups, despite differences in locations, ages, treatments and cultures (Polanin *et al.* 2012). The most effective programs were those using the active witness model (Polanin *et al.* 2012).

2.10 Randomised Controlled Trials

Whilst RCTs in policing are becoming more prevalent, in the area of understanding the role of recruit training in fostering positive workplace attitudes and beliefs, most research centres on longitudinal studies (Fielding 1988; Chan 2003) and observational research (Cain 1973). Research on the cultural traits of police officers, including the socialisation of them whilst at police training institutions is prevalent; however, an RCT assessing the impact of specific training that seeks to enhance workplace attitudes and values could not be located. As training programs for recognition of poor attitudes, values and beliefs, coupled with encouragement to intervene, is the most effective way of preventing workplace dilemmas such as racist and sexist behaviour (Salmivalli *et al.* 2010), such research could be very valuable.

2.11 Summary

The literature indicates that whether positive or negative, police culture can influence recruits from the time they join the police academy. The training recruits undertake also appears to result in a change in their values, attitudes and stated willingness to intervene. Preventing this deterioration is important because behaviours such as racism, sexism, prejudice, inequality and a lack of tolerance for diversity can be detrimental to workplaces and training to recognise, prevent and increase willingness to intervene will create healthier, safer and more inclusive workplaces.

Chapter 3 Methods

3.1 Introduction

RCTs are scientific approaches to determine whether a treatment will harm, help or have no effect (Hagan 2006), and are considered the most reliable method for determining whether a treatment works (Weisburd 2010). In this thesis, an evaluation of the V4V program under randomised field trial conditions assesses whether or not the program enhances the ability of participants to recognise poor behaviours in the workplace, and their stated willingness to intervene in racist and sexist behaviours.

In this chapter, the V4V intervention program is recapped. V4V uses two active components, knowledge and encouragement, in an attempt to modify the mindset of participants in relation to their knowledge of harms in the workplace. In particular, it is designed to increase recognition of racist and sexist behaviour and prejudice. Further, it is to enhance empathy, acceptance of equality and tolerance of diversity. The second component, encouragement, aims to increase a participant's stated willingness to intervene in such behaviours in the workplace. Next the research hypotheses and a description of the RCT provides context, before finally, the survey constructs that were utilised to gather participant values, attitudes and beliefs are summarised. The central research question of this thesis is: ***can a values education program at recruit level increase empathetic attitudes and a stated willingness to intervene to stop poor behaviour in the police workplace?***

3.2 The research site

The QPS academy is situated in Oxley, Queensland, Australia. The facilitators train approximately 800 recruits each year. Recruits enter into the academy at various times throughout the year and these intakes consist of two to six squads, with approximately 24 recruits in each squad. Recruits undertake a 25-week training course designed to develop

competent, ethical, efficient and effective police officers (retrieved from www.policerecruit.qld.gov.au on 15 March 2016). After successfully completing their training, recruits are inducted as a Constable and begin a field-training program.

3.3 V4V training program

The design of the V4V program is to enhance recognition of racist and sexist attitudes and prejudice, along with enhanced acceptance of equality and diversity, and empathy. V4V also attempts to increase participants' stated willingness to intervene in behaviours involving these constructs. The contents of the V4V program are not currently in the curriculum of the recruit program.

3.4 Experimental Design and Randomisation

Experimental designs can allow researchers to make an unambiguous link between effects and their causes (Weisburd 2010). Random assignment of subjects into treatment and control groups, the most rigorous design in experimental research, provides a statistical basis for assuming that the outcomes observed in an experiment result from the interventions that are studied (Weisburd 2010). That is, causation can only be inferred when a RCT is used to measure the impact of one variable on another. Randomisation ensures internal validity because confounding factors are eliminated and both groups are guaranteed to be equivalent on all observable and unobservable characteristics (Weisburd 2010).

In May, July and August 2015, 260 police recruits, randomised by intake group, entered into training at the QPS Academy. The May intake had 47 recruits in two experimental squads and 45 recruits in two control squads. The July intake had 43 recruits in two experimental squads and 41 recruits in two control squads. The August intake had 42 recruits in two experimental squads and 42 recruits in two control squads. Overall, there were six experimental squads (n=132) and six control squads (n=128). All 260 recruits completed

pre-intervention surveys, which serve as the baseline data. The experimental group received the intervention V4V program after being in the Academy for approximately two weeks. Immediately following the intervention, both the control and the experimental groups participated in a first post-intervention survey. The recruits were surveyed again six weeks post-intervention.

3.5 Survey Method

This RCT utilised a survey (attachment 1) designed by Dr Elise Sargeant, who at the time, was a lecturer in Criminology at the Institute for Social Science Research, University of Queensland (UQ). Dr Sargeant was previously involved in the survey development for the Australian Community Capacity Study, a longitudinal study of community process, crime and disorder that had a primary goal of better understanding how changes in communities can affect upon the development of social networks and control over time. It comprised of in-depth case studies and multiple surveys involving 10,000 residents across Australia (see www.uq.edu.au/accs). The V4V experiment received approval from both the UQ and QPS Ethics Committees. The survey was uploaded to an online survey software product, Qualtrics. To ensure anonymity, recruits designed their own unique identification number. It is not possible to trace the survey results to an individual recruit; however, the unique identification numbers allow tracking of results across the three surveys.

3.6 Survey Constructs

The survey was designed to measure a number of possible outcomes of the intervention, including the impact of the constructs of racism, sexism, empathy, tolerance for diversity, prejudice and discrimination, empathy, organisational legitimacy, and a stated willingness to intervene in sexist or racist behaviour in the workplace. Each construct was measured with a series of questions developed utilising a variety of scales and instruments. Most responses used a 5-point scale from 'strongly disagree' to 'strongly agree'.

In developing the survey questions, issues of validity and reliability were considered. Validity is concerned with the extent to which an instrument or question measures what it is intended to measure, and reliability is concerned with the ability of an instrument to measure consistently (Hagan 2006). Whilst each is not universally reliant on the other, an instrument cannot be valid unless it is reliable (Nunnally and Bernstein 1994). Cronbach's alpha (Cronbach 1951) provides a measure of internal consistency for tests and scales and defines the extent to which all the items in the test measure the same construct. As this survey tests a number of constructs, the Cronbach's alpha scale measured each series of questions. Alpha scores range from zero to the highest possible reliability coefficient of 1.0. Generally, researchers agree that a value of Cronbach's alpha between 0.70 and 0.95 is good; however, over 0.60 is acceptable (Nunnally and Bernstein 1994). This study only analysed the survey questions where the scales and questions were reliable.

3.6.1 Racist behaviour

Being able to recognise racism is important and this type of behaviour was a targeted scenario in the V4V program. The V4V survey sought to measure the capacity of recruits to recognise racist behaviour as unacceptable by asking questions adapted from survey questions developed and used by Pennay and Paradies (2011). These arose from the Framework to Reduce Race-based Discrimination and Support Diversity in Victoria (VicHealth 2009) and a review paper (Nelson *et al.* 2010). Questions were also based on the Confronting Prejudiced Responses model developed by Ashburn-Nado, Morris and Goodwin (2008). The questions were also informed by focus groups, a series of cognitive interviews and formal pilot testing. Pennay and Paradies (2011) found participants were willing to answer the direct questions concerning racism during pilot stages and during the research.

The questions asked in the V4V survey were:

How acceptable would it be for an employee of the Queensland Police Service to engage in one of these behaviours?

- Using racist language to describe a work colleague;
- Using racist language to insult or abuse a work colleague;
- Telling a racist joke.

The response options for each of these three scenarios were never acceptable, rarely acceptable, sometimes acceptable and always acceptable. For each of the scenarios, participants scored one when they indicated that such behaviour was never acceptable, and zero for any other response. These three scores were then added together to form a composite scale, with higher values (up to a maximum of a score of 3) indicating an increased willingness to recognise racism in the workplace.

3.6.2 Sexist behaviour

Similar to racism, sexism can be detrimental and affects both people and their workplace (Pennay and Powell 2012). Pennay and Powell (2012) developed a survey informed by VicHealth's evidence-based framework for reducing violence against women, *Preventing Violence Before It Occurs: A Framework and Background Paper to Guide the Primary Prevention of Violence Against Women in Victoria* (VicHealth, 2007) and *Review of Bystander Approaches in Support of Preventing Violence Against Women* (Powell, 2010). The questions were also informed by focus groups, a series of cognitive interviews and pilot testing. The survey included questions about sexist behaviour towards women, discrimination, the unfair treatment of women and violence towards women. Pennay and Powell (2012) found that participants were prepared to respond to the questions in the pilot and research stages. Out of the 603 participants, Pennay and Powell (2012) found that 29% had witnessed sexist behaviour towards women in the past 12 months and 26% stated that sexism, such as sexist jokes, was appropriate. These types of behaviour were targeted

scenarios in the V4V program. The V4V survey sought to measure the capacity of recruits to recognise sexist behaviour as unacceptable by asking questions adapted from survey questions developed and used by Pennay and Paradies (2011).

The questions asked in the V4V survey were:

How acceptable would it be for an employee of the Queensland Police Service to engage in one of these behaviours?

- Using sexist language to insult or abuse a work colleague;
- Using sexist language to describe a work colleague;
- Telling a sexist joke.

The response options for each of these scenarios were: never acceptable, rarely acceptable, sometimes acceptable and always acceptable. For each scenario, participants scored one when they indicated that such behaviour was never acceptable, and zero for any other response. These three scores were then added together to form a composite scale, with higher values (up to a maximum of a score of 3) indicating an increased recognition of sexism in the workplace.

3.6.3 *Prejudice*

Prejudice and discrimination often go hand in hand, but they are different (Weiner and Craighead 2010). Prejudice can result in discrimination, but it is a behaviour or feeling, whereas discrimination is an action (McLeod 2008). Some of the most obvious examples of prejudicial behaviours are those based on gender, ethnicity, disability, sexual preference and age (McLeod 2008). These behaviours are the basis of scenarios in the V4V program and tested with the survey.

To create a measure of prejudice, the Social Dominance Orientation (SDO) measure developed by Pratto and colleagues (1994) was adapted. The SDO seeks to measure 'the extent to which one desires that one's in-group dominate and be superior to outgroups' (Pratto *et al.* 1994, p.742). The full SDO measure has a Cronbach's Alpha score of 0.83.

The questions asked in the V4V survey were:

Beside each object or statement, please select the response which represents the degree of your positive or negative feeling:

- Some groups of people are simply not the equals of others;
- Some people are just more worthy than others;
- Some people are just more deserving than others;
- Some people are just inferior to others;
- To get ahead in life, it is sometimes necessary to step on others.

The response options were 'very negative' (scored 7) to 'very positive' (scored 1). These scenarios had a Cronbach's alpha score of 0.84. For each of the scenarios, the participant's score was recorded and then the composite measure was created by adding up all scores and dividing by 5. A higher score for the composite measure represents a less prejudiced attitude.

3.6.4 Equality

Equality in the workplace means everyone receives fair treatment, and as the literature has demonstrated, such fairness attracts talent, enhances diversity and increases organisations' wealth (Becker and Huselid, 1998; Appelbaum *et al.* 2000; Datta *et al.* 2005). In contrast, unfair workplaces create climates of distrust, hostility, erode performance and reduce the willingness of employees to help each other (Kersley *et al.* 2004). This type of negative behaviour was a targeted scenario in the V4V program. To create a measure of equality, the

Social Dominance Orientation (SDO) measure developed by Pratto and colleagues (1994) was again adapted. The full SDO measure has a Cronbach's Alpha score of 0.83.

The questions asked in the V4V survey were:

Beside each object or statement, please select the response which represents the degree of your positive or negative feeling.

- If people were treated more equally, we would have fewer problems in this country;
- In an ideal world, all nations would be equal;
- We should try to treat one another as equals as much as possible (all humans should be treated equally);
- It is important that we treat other countries as equals.

The response options were 'very negative' (scored 1) to 'very positive' (scored 7). These scenarios had a Cronbach's alpha score of 0.81. For each of the scenarios, the participant's score was recorded and then the composite measure was created by adding up all scores and dividing by 4. A higher score for the composite measure represents greater belief in equality.

3.6.5 *Tolerance of Diversity*

Diversity can refer to 'race, ethnicity, culture, language, nationality or religion among various groups within a community, organisation or nation...or other attributes such as ability, gender, sexual preference and age' (Russell *et al.* 2013, p.4). Recognising the value of individual differences and managing them in the workplace is important in police organisations and the V4V design aims to enhance tolerance for diversity.

Nakui *et al.* (2011) developed a comprehensive measure, Attitudes Towards Diverse Workgroup Scale (ATDWS) to measure an individual's experience at the work group level. The overall Cronbach's alpha score for the full ATDWS is 0.84.

The questions asked in the V4V survey were:

Thinking about your experience in your workplace group, please indicate your level of agreement with the following statements:

- I find interacting with people from different backgrounds very stimulating;
- The experience of working with diverse group members will prepare me to be a more effective employee in an organisation;
- Diverse groups can provide useful feedback on one's ideas.

The response options were 'strongly disagree' (scored 1) to 'strongly agree' (scored 5). These scenarios had a Cronbach's alpha score of 0.79. For each of the scenarios, the participants score was recorded and then the mean score was created by adding up the three scores and dividing by 3. A higher score for the mean measure represents greater belief in the value of diversity.

3.6.6 Empathy

The Oxford Handbook of Personality and Social Psychology broadly defines empathy as concern for another's welfare (Deaux and Snyder 2012). Similarly, Cohen and Strayer (1996, p. 88) define empathy as 'the ability to understand and share in another's emotional state'. Jolliffe and Farrington (2006) argue in favour of both definitions, which take into account both a 'cognitive process' (i.e. understanding) and an 'affective capacity' (i.e. emotions). The ability to understand the emotions of others and share their feelings can lead to an empathic police officer (Rogers 1951). The V4V program attempts to increase the empathy of recruits. The empathy measures in the survey included measures from the Basic Empathy Scale

(BES) (Joliffe and Farrington 2006), which provides for a comprehensive measure of empathy, with a Cronbach's alpha exceeding 0.68 on all measures and up to 0.82 on the BES subscales.

The questions asked in the V4V survey to measure *cognitive empathy* were:

Thinking about your work colleagues at the Queensland Police Service please indicate your level of agreement with the following statements. Note that by "work colleagues" we mean fellow recruits and police officers.

- I can understand a work colleagues' happiness when she/he does well at something;
- I can usually work out when my work colleagues' are upset;
- I can usually work out when my work colleagues' are cheerful;
- I can usually realise quickly when a work colleague is angry.

The response options were 'strongly disagree' (scored 1) to 'strongly agree' (scored 5).

These scenarios had a Cronbach's alpha score of 0.77. For each of the scenarios, the participant's score was recorded and then the mean score was created by adding up the four scores and dividing by 4. A higher score for the mean measure represents greater cognitive empathy.

The questions asked in the V4V survey to measure *affective empathy* were:

Thinking about your work colleagues at the Queensland Police Service please indicate your level of agreement with the following statements. Note that by "work colleagues" we mean fellow recruits and police officers.

- My work colleagues' emotions don't affect me much;
- I don't become sad when I see a work colleague crying;
- My work colleagues' feelings don't bother me at all;

- Seeing a work colleague who has been angered has no effect on my feelings;
- My work colleagues' unhappiness doesn't make me feel anything.

The response options were 'strongly disagree' (scored 5) to 'strongly agree' (scored 1).

These scenarios had a Cronbach's alpha score of 0.87. For each of the scenarios, the participant's score was recorded and then the mean score was created by adding up the five scores and dividing by 5. A higher score for the mean measure represents greater affective empathy.

The questions asked in the V4V survey to measure empathy concerning workplace discrimination were:

Thinking about your work colleagues at the Queensland Police Service please indicate your level of agreement with the following statements. Note that by "work colleagues" we mean fellow recruits and police officers.

- People who experience discrimination at work feel upset about it;
- It is unpleasant to witness discrimination at work;
- I am upset when others experience discrimination at work.

The response options were 'strongly disagree' (scored 1) to 'strongly agree' (scored 5).

These scenarios had a Cronbach's alpha score of .79. For each of the scenarios, the participant's score was recorded and then the mean score was created by adding up the three scores and dividing by 3. A higher score for the mean measure represents greater empathy concerning workplace discrimination.

3.6.7 *Willingness to Intervene*

The bystander research literature shows that a willingness to intervene can reduce instances of inappropriate behaviours (Rigby and Johnson 2006; Salmivalli *et al.* 2010). Arguably, the

most important part of this program is to encourage a willingness to intervene in incidents. Many prevention programs encourage bystander interventions and hypothesise that an increase in bystander intervention results in a decrease in such behaviours (Polanin *et al.* 2012). In a meta-analysis of 12 prevention programs (Polanin *et al.* 2012) such programs appeared effective.

To measure willingness to intervene in racist and sexist incidents, the survey questions used Pennay and Parides (2011) measures of bystander reactions. As mentioned previously, Pennay and Parides' (2011) survey questions were designed as a result of a literature review, cognitive interviews, utilisation of the Confronting Prejudiced Responses model (Ashburn-Nado *et al.* 2008) and refined by focus groups, piloted and utilised.

The questions asked in the V4V survey to measure respondent reactions to racist incidents were:

How would you react if an employee of the Queensland Police Service engaged in one of the following behaviours?

- Used racist language to insult or abuse a work colleague;
- Used racist language to describe a work colleague;
- Told a racist joke.

This variable captured the notion of being upstanding in the face of racist behaviour. Three response options were asked: 'it wouldn't bother you', 'you would feel a bit uncomfortable, but not say or do anything' or 'you would say or do something to show you didn't approve.' Participants who identified that they 'would say or do something' (i.e. a willingness to intervene) were scored as a 1, the other two response options (i.e. do nothing) were scored as zero. Participants who stated that they would not intervene in *any* of the scenarios received a score of zero. Participants who said they would be willing to intervene in one of

the scenarios received a score of one, a score of two for intervening in two scenarios and a score of three if they were willing to intervene in all three scenarios.

The V4V survey also sought to measure respondent reactions to sexist incidents. The questions asked were:

How would you react if an employee of the Queensland Police Service engaged in one of the following behaviours?

- Used sexist language to insult or abuse a work colleague;
- Used sexist language to describe a work colleague;
- Told a sexist joke.

As with the reaction to racist incidents, this variable was designed to capture the notion of upstanding in the face of sexist behaviour. The scoring was the same as for the racist intervening variable.

3.7 Data Analysis

The data from the experimental and control groups were analysed using a significance test to determine the impact of the V4V intervention on recruit ability to recognise racist and sexist behaviour, prejudice, diversity, empathy and their stated willingness to intervene in sexist and racist incidents in the workplace. Independent samples (unpaired) t-tests, also referred to as two-tailed t-tests, were used to determine if there was a relationship between variables in either direction (Bachman and Schutt 2014). This test analyses the difference in the two independent samples, the experimental and the control groups. This test was used as it analyses the responses of participants in both directions of the normal distribution and determines the statistical significance or otherwise of the impact of V4V. The level of significance applied in this research is p 0.05. This level of significance means that there is a 5% probability that the outcome is a chance occurrence. This is the widely accepted

convention in the social sciences for nearly 100 years (Bross 1971). Statistical testing is about probabilities and when many tests are run within one experiment, it is called a "family wise error rate", which is the probability of making one or more false discoveries (type I error), when performing multiple hypotheses tests (Frane 2015). In this study, it is recognised that about 1 in 20 of the tests could return a significant result when there is, in fact, no effect.

The Cohens d equation determined effect size. The generally accepted guidelines of small (0.2), medium (0.5) and large (0.8) effect sizes (Cohens 1977) were used in interpreting the effect of the V4V intervention. It is important to determine effect size for an intervention such as V4V as it is a measure of the magnitude or size of the difference between the control and experimental groups (Ariel and Sherman, 2014). This is essential when considering the costs versus benefits of implementing the V4V program. While significance testing may show that V4V is effective in enhancing recruits' values and stated willingness to intervene, the practical benefit of the change may be negligible when compared to considerations such as the financial cost implementing the program, or the loss of other training that this program may replace.

3.8 Response rates for survey

This research is dependent upon the participants responding to the survey. Rarely do surveys receive a perfect response rate and studies show most average 48.4% (Baruch and Holtom 2008). Achieving a high return rate will assist in the research having a larger sample size and statistical power, along with smaller confidence intervals around sample statistics (Baruch and Holtom 2008). The response rates for all stages of the survey are shown in table 3.1.

Table 3.1 Response rates for experimental and control groups over time

Group	Baseline	Follow-up 1	Follow-up 2	Overall
Experimental group	84%	82%	79%	82%
Control group	99%	98%	70%	89%

Over the three surveys, the response rate was 82% for the experimental group and 89% for the control group. Completion of the survey was voluntary. Some recruits chose not to complete the survey. The overall response rate of 85%, provides a good database for analysis and high statistical power.

3.9 Summary

Using a RCT research design, a cohort of police recruits at the QPS Academy were tested to determine whether a values education program (V4V) at recruit level increases recognition of negative behaviours, empathetic attitudes and a stated willingness to intervene to stop poor behaviour in the police workplace. The experimental design of random assignment of subjects into treatment and control groups has provided a statistical basis for inferring causation in measuring the impact of V4V on the subsequent attitudes and behaviours of the police recruits. This allows the researcher to make an unambiguous causal link between V4V and the reported empathetic attitudes of the police recruits and their willingness to intervene.

Chapter 4 Results

4.1 Introduction

This chapter presents the survey results at three points: baseline, immediately post-intervention (follow-up 1) and then six weeks post-intervention (follow-up 2). Concerning all constructs measured in this chapter, a higher score indicates a greater awareness of poor behaviours and a greater willingness to intervene in them. The goal of the RCT was to determine whether or not the V4V program should be stopped, continued or modified.

4.2 Baseline Results

At baseline, there was an expectation that due to the random allocation of recruits, the two groups (experimental and control) would be equivalent on all test measures. Using a two-tailed t-test for all constructs examined in this RCT, table 4.1 below presents results comparing the experimental and control groups at baseline.

Table 4.1 Data and statistical analysis of constructs in survey at baseline

Constructs	Control Mean (score)	SD	<i>n</i>	Experiment Mean (score)	SD	<i>n</i>	<i>t</i>	<i>df</i>	<i>p</i>	Cohens <i>d</i>
<i>Recognise racist behaviour</i>	2.33	0.87	127	2.35	0.80	111	-0.19	236	0.85	0.024
<i>Recognise sexist behaviour</i>	2.16	0.89	127	2.27	0.80	111	-0.95	236	0.34	0.13
<i>Prejudice</i>	5.38	1.13	127	5.28	1.24	111	0.66	236	0.51	-0.09
<i>Equality</i>	5.94	0.87	127	5.82	0.97	110	1.00	235	0.32	-0.13
<i>Tolerance of diversity in workgroups</i>	4.11	0.51	126	4.10	0.52	110	0.12	234	0.91	-0.02
<i>Empathy – cognitive</i>	4.21	0.35	127	4.15	0.37	111	1.15	236	0.25	-0.17
<i>Empathy – affective</i>	3.64	0.59	127	3.49	0.64	111	1.85	236	0.07	-0.25
<i>Empathy – discrimination</i>	4.22	0.56	127	4.27	0.59	111	-0.67	236	0.50	0.09
<i>Stated willingness to intervene in racist incidents</i>	1.87	0.98	123	1.87	1.01	109	-0.01	230	0.99	0
<i>Stated willingness to intervene in a sexist incident</i>	1.78	0.99	121	1.79	0.96	109	-0.03	228	0.98	0.01

There were no statistically significant differences ($p < 0.05$) between the mean scores for the control and experimental groups for any of the constructs at baseline (table 4.1). The results demonstrate that prior to the intervention the two groups were extremely similar on all test constructs. This means that the random allocation process created equivalence on these measures between the two groups prior to the start of the V4V program. At baseline, 238 recruits (111 in experimental group and 127 in the control group) completed the survey, a response rate of 84% for the experimental group and 99% for the control group.

No missing data were recorded for the following variables: recognise racist and sexist behaviour, tolerance of diversity in the workplace, cognitive empathy, affective empathy, and empathy for discrimination in the workplace at baseline. For variables prejudice and equality there was only one respondent with a missing response at baseline and the exclusion of the case with the missing variable had no significant impact on the results. The 'don't know' responses were also coded as missing when participants were asked at baseline if they would intervene in racist or sexist behaviours. For stated willingness to intervene in racist behaviour, 30 participants (12.6%; 10 experimental, 20 control) responded 'don't know' to one or more items. There was no significant association between treatment condition and 'don't know' response, $\chi^2(1) = 2.442$, $p = 0.17$. For stated willingness to intervene in sexist behaviour, 32 participants (13.4%; 12 experimental, 20 control) responded 'don't know' to one or more item. There was no significant association between treatment condition and 'don't know' response, $\chi^2(1) = 1.241$, $p = 0.34$. Therefore, it was concluded that for these variables, the missing responses created no bias in the baseline comparisons between the experimental and control groups.

4.3 Post-Intervention Results (follow-up 1)

Unpaired two-tailed t-tests were used for all constructs to assess any differences between experimental and control groups at the first follow-up measure immediately following the V4V

training. In total, 233 surveys were completed in the survey immediately after the V4V interventions (follow-up 1), of which 108 were from the experimental group and 125 from the control group, an overall response rate of 86%, 82% in the experimental group and 98% in the control group. Table 4.2 below presents results comparing the experimental and control groups at follow-up 1.

Table 4.2 Data and statistical analysis of constructs in survey post-intervention (Follow-up 1)

Constructs	Control Mean (score)	SD	<i>n</i>	Experiment Mean (score)	SD	<i>n</i>	<i>t</i>	<i>df</i>	<i>p</i>	Cohens <i>d</i>
<i>Recognise racist behaviour</i>	2.04	1.0	117	2.26	0.87	108	-1.72	223	0.09	0.24
<i>Recognise sexist behaviour</i>	2.03	0.98	116	2.20	0.86	108	-1.37	222	0.17	0.19
<i>Prejudice</i>	5.58	1.11	124	5.59	1.24	107	-.08	229	0.93	0.01
<i>Equality</i>	5.77	0.94	124	5.98	0.89	107	-1.68	229	0.09	0.23
<i>Tolerance of diversity in workgroups</i>	3.87	0.55	124	4.09	0.52	108	-3.11	230	0.002	0.41
<i>Empathy – cognitive</i>	4.05	0.39	125	4.10	0.34	108	-0.89	231	0.37	0.14
<i>Empathy – affective</i>	3.53	0.60	125	3.49	0.64	108	0.46	231	0.65	-0.07
<i>Empathy – discrimination</i>	3.98	0.31	124	4.23	0.56	108	-3.19	230	0.002	0.57
<i>Stated willingness to intervene in a racist incident</i>	1.59	1.11	111	2.08	0.90	107	-3.59	210.23	<.001	0.49
<i>Stated willingness to intervene in a sexist incident</i>	1.54	1.09	110	2.06	0.89	107	-3.92	209.04	<.001	0.55

Analysis of the first follow-up survey data (table 4.2) showed statistically significant differences ($p < 0.05\%$) between control and experimental scores in the constructs of diversity in workgroups, empathy for discrimination in the workplace and the stated willingness to intervene in both racist and sexist incidents.

Recognise racist behaviour: This construct was structured such that a higher score indicated that a participant was more likely to recognise workplace racism and view it as unacceptable. The control and experimental groups were not significantly different at the first follow-up survey (table 4.2). The mean score of the control group was 2.04 and the experimental group was 2.26 ($p = 0.09$; $d = 0.24$). Even though the experimental and control groups were not significantly different at this first follow-up, the results showed relative stability in the experimental group whilst the control group showed a greater decay.

Recognise sexist behaviour: This construct had a maximum score of 3, with high scores reflecting a greater capacity to recognise sexist behaviour. Response to the first follow-up survey questions were similar in the control and experimental groups. The mean score of the control group was 2.03 and the experimental group was 2.26 ($p = 0.17$; $d = 0.19$).

Prejudice: Table 4.2 shows no significant difference between the control and experimental group for the construct of prejudice. The mean score of the control group was 5.58 and the experimental group was 5.59 ($p = 0.93$; $d = 0.01$).

Equality: This construct had a maximum score of 7, with a higher score indicating a higher belief in equality. There was no significant difference between the control and experimental groups at this point. The mean score of the control group was 5.77 and the experimental group was 5.98 ($p = 0.10$; $d = 0.23$).

Tolerance of Diversity in Workplace: At the first follow-up point the experimental and control groups differed significantly on the measure of how tolerant the participants were in regards to diversity in the workgroups ($t=-3.11$; $df=230$, $p=0.002$) (table 4.2). The results show a moderate effect size of the V4V program ($d=0.41$). The construct asked participants about how they felt about interacting with people from different backgrounds in the workplace and how stimulating they felt in diverse workplaces. The mean score, out of a maximum of 5, was 3.87 for the control group compared to a mean of 4.10 for the experimental, with 5 representing strongly tolerant of diversity in the workplace across the three questions that comprise this composite measure. There was one participant (0.4%) with missing data on all 3 items, meaning no scale score was computed for this participant.

Empathy – cognitive: This construct had a maximum score of 5, with a high score reflecting greater cognitive empathy. The control and experimental groups were not significantly different at this first follow-up. The mean score of the control group was 4.05 and the experimental group was 4.10 ($p=0.373$; $d=0.14$).

Empathy – affective: This construct had a maximum score of 5, with a high score indicating greater affective empathy. The control and experimental groups were not significantly different. The mean score of the control group was 3.53 and the experimental group was 3.49 ($p=0.65$; $d=-0.07$).

Empathy concerning workplace discrimination: A statistically significant difference between the experimental and control group regarding the level of empathy that participants show concerning workplace discrimination ($t=-3.19$; $df=230$, $p=0.002$) was seen at the first follow-up point. The results show a moderate effect size of the V4V program ($d=0.57$). The construct sought to explore how upset participants felt if they witnessed or experienced workplace discrimination. The mean score for the control group was 3.98 compared to a mean of 4.23 for the experimental on a score out of 5. A high score reflects greater empathy

concerning workplace discrimination. There was one participant (0.4%) with missing data on all 3 items of this measure, which meant no scale score could be computed for this participant.

Stated willingness to intervene in racist behaviour: At this the first follow-up a statistically significant difference between the control and experimental group was found with regards to the participants' stated willingness to intervene in behaviours deemed racist in the workplace ($t=-3.59$, $df=210$ and $p<0.001$) (Table 4.2). The results show a moderate effect size of the V4V program ($d=0.49$). In this measure the participants were posed three different scenarios and asked whether they would be willing to say or do anything in response to racist language or jokes. A score of 3 represents a respondent who would intervene in all three scenarios to challenge racist behaviour in the workplace. For this construct, 32 participants (13.9%; 12 experimental, 20 control) responded 'don't know' to one or more items. There was no significant association between treatment condition and 'don't know' response, $\chi^2(1)=1.278$, $p=0.34$.

Stated willingness to intervene in sexist behaviour in the workplace: A statistically significant difference was found at first follow-up between the control and experimental groups when they were asked whether they would react to the use of sexist language or jokes in the workplace ($t=-3.92$, $df=209$, $p<0.001$) (table 4.2). The results show a moderate effect size of the V4V program ($d=0.55$). As with the above racist intervention measure, this measure of a stated willingness to intervene in sexist behaviour is structured so that a score of 3 represents a respondent who would intervene in all three scenarios. For this construct, 31 participants (13.5%; 11 experimental, 20 control) responded 'don't know' to one or more items. There was no significant association between treatment condition and 'don't know' response, $\chi^2(1)=1.893$, $p=0.18$.

4.4 Six weeks post-intervention (Follow-up 2)

The second follow-up survey took place six weeks after the V4V intervention. A two-tailed t-test was used for all constructs to assess whether or not the experimental and control groups were the same or different at the second follow-up period. In total, recruits completed 194 surveys in the second follow-up survey, of which 105 were from the experimental group and 89 from the control group. The response rate was 79% and 70% respectively. Table 4.3 below presents results comparing the experimental and control groups at follow-up 2.

Table 4.3 Data and statistical analysis of constructs in survey 6 weeks post-intervention (Follow-up 2)

Constructs	Control Mean (score)	SD	<i>n</i>	Experiment Mean (score)	SD	<i>n</i>	<i>t</i>	<i>df</i>	<i>p</i>	Cohens <i>d</i>
<i>Recognise racist behaviour</i>	1.93	1.10	73	2.18	0.86	101	-1.60	132.03	0.11	0.26
<i>Recognise sexist behaviour</i>	1.89	1.09	73	2.13	0.91	101	-1.59	134.45	0.11	0.25
<i>Prejudice</i>	5.08	1.17	89	5.35	1.17	103	-1.62	190	0.11	0.26
<i>Equality</i>	5.49	0.87	89	5.74	0.84	103	-2.02	190	0.05	0.29
<i>Tolerance for diversity in workgroups</i>	3.64	0.59	88	3.97	0.54	103	-4.06	177.89	<0.001	0.60
<i>Empathy – cognitive</i>	3.95	0.55	89	4.05	0.44	105	-1.51	192	0.13	0.22
<i>Empathy – affective</i>	3.43	0.59	89	3.37	0.69	105	0.76	192	0.45	-0.11
<i>Empathy – discrimination</i>	3.84	0.59	89	4.04	0.53	105	-2.49	192	0.01	0.36
<i>Stated willingness to intervene in a racist incident</i>	1.66	1.09	68	1.82	1.06	96	-0.95	162	0.34	0.15
<i>Stated willingness to intervene in a sexist incident</i>	1.62	1.09	69	1.77	1.11	97	-0.86	164	0.39	0.13

At the second follow-up survey, the two-tailed t-test revealed that there were three constructs with statistically significant differences between the experimental and control groups: equality, tolerance of diversity in workgroups, and empathy for discrimination in the workplace (table 4.3).

Recognise racist behaviour: This construct had a maximum score of 3, with a high score indicating greater recognition of racist behaviour in the workplace. The control and experimental groups were not significantly different at the second follow-up period. The mean score of the control group was 1.93 and the experimental group was 2.18 ($p=0.11$; $d=0.26$).

Recognise sexist behaviour: This construct had a maximum score of 3, with a high score indicating greater recognition of sexist behaviour. The control and experimental groups were not significantly different at this second follow-up point. The mean score of the control group was 1.89 and the experimental group was 2.13 ($p=0.11$; $d=0.25$).

Prejudice: This construct had a maximum score of 7, with high scores indicating a greater capacity to recognise workplace prejudices. The control and experimental groups were not significantly different at this point. The mean score of the control group was 5.08 and the experimental group was 5.35 ($p=0.11$; $d=0.26$).

Equality: The experimental and control groups differed significantly at the second follow-up survey on the equality measure, which examined participants' feelings towards treating people and other countries equally ($t=-2.02$; $df=190$, $p=0.05$; $d=0.29$) (table 4.3). Out of a maximum score of 7, the mean score for the control group was 5.49 compared to a mean of 5.74 for the experimental, with 7 representing participants had a greater belief in equality. For this construct, 2 participants (1.0%) had missing data on all 5 items and as a result, no scale score could be computed for them.

Tolerance of Diversity in Workplace: Experimental and control groups demonstrated a statistically significant difference at follow-up 2 when surveyed with regard to their views on working with people from diverse backgrounds ($t=-4.06$, $df=177$, $p<0.001$). The results show a moderate effect size of the V4V program ($d=0.60$). For this construct, officers responded to three scenarios, with the high score (of 5) demonstrating a greater belief in the value of diversity in the workplace. The mean score at follow-up 2 was 3.64 for the control group and 3.98 for the experimental group, which suggests that the experimental group officers had a greater tolerance for diversity in the workplace relative to the control officers at the second follow-up period. In this construct, 1 participant (0.4%) had missing data on 1 of the 3 items; where data were missing, the scale constructed used the average of the items that the participant did respond to. A further 3 participants (1.5%) had missing data on all 3 items and therefore no scale score could be computed for them.

Empathy – cognitive: This construct had a maximum score of 5, with a higher score indicating that the recruits demonstrated greater cognitive empathy. The control and experimental groups were not significantly different on this point. The mean score of the control group was 3.95 and the experimental group was 4.05 ($p=0.13$; $d=0.22$).

Empathy – affective: This construct had a maximum score of 5, with a high score reflecting greater affective empathy. The control and experimental groups were not significantly different at this point. The mean score of the control group was 3.43 and the experimental group was 3.37 ($p=0.45$; $d=0.11$).

Empathy concerning workplace discrimination: Another statistically significant difference between the control and experimental groups at follow-up 2 occurred when they were surveyed with regard to their empathetic views on workplace discrimination. Participants were asked three questions to determine their feelings when they view or experience

workplace discrimination ($t=-2.49$, $df=192$, $p=0.01$). The results showed a moderate effect size of the V4V program ($d=0.36$). For this construct, a high score (maximum of 5) reflects greater empathy around discrimination in the workplace. The mean results in this construct were 3.84 in the control group and 4.04 in the experimental group. For this construct, 1 participant (0.4%) had missing data on 1 of the 3 items and therefore the scale was constructed using average of the items participant did respond to.

Stated willingness to intervene in racist incident: This construct had a maximum score of 3, with a higher score indicating a greater willingness to intervene in racist behaviour. The control and experimental groups were not significantly different at this point. The mean score of the control group was 1.66 and the experimental group was 1.82 ($p=0.34$; $d=0.15$).

Stated willingness to intervene in sexist incident: This construct had a maximum score of 3, with a high score indicating a greater willingness to intervene in sexist behaviour. The control and experimental group were not significantly different at follow-up 2. The mean score of the control group was 1.62 and the experimental group was 1.77 ($p=0.39$; $d=0.13$).

4.5 Comparing results across baseline, post-intervention (follow-up 1) and six weeks post-intervention (follow-up 2)

Recognise racist behaviour in the workplace: In this construct, the score results in both experimental and control groups over the duration of the study showed no significant differences between the groups over time (figure 4.1). At baseline, there was no difference between both groups. At follow-up 1 there was an increase in the mean score of the experimental group to 2.26, and whilst this was higher than the control group mean of 2.04, the difference was not significant ($p=0.086$). At follow-up 2 both the experimental and control groups declined in their capacity to recognise racist behaviour over time (mean score 2.17 and 1.93 respectively; $p=0.11$). The control group declined more over time relative to the experimental group. This suggests that the V4V program did not increase the capacity of recruits in the experimental group to recognise racism in the workplace but rather buffered against declining capacities observed in the control group.

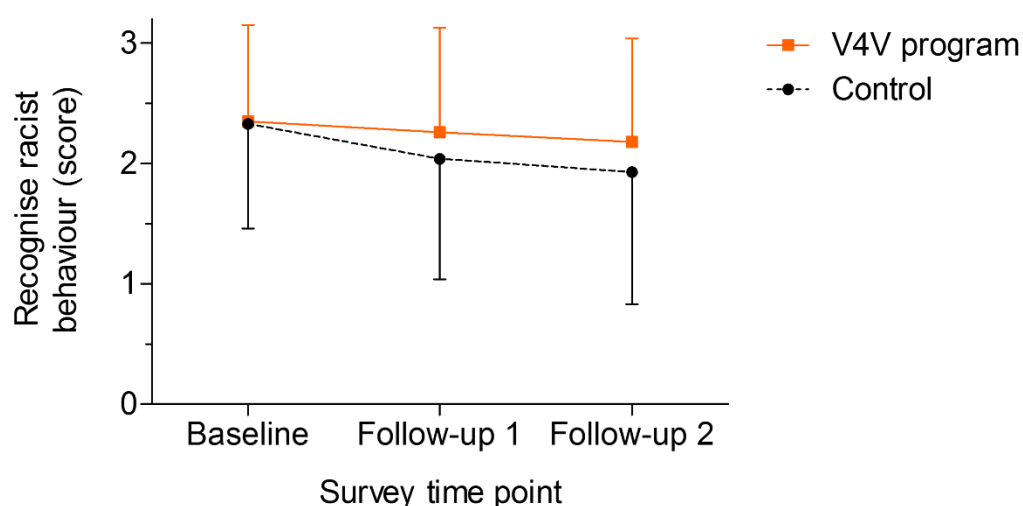


Figure 4.1 Survey responses in the 'recognise racist behaviour' construct before and after V4V participation

The data are presented as the mean score \pm standard deviation for each group at each time point.

Recognise sexist behaviour: In this construct, the score results for both the experimental and control groups over the duration of the study showed no significant differences over time (figure 4.2). At baseline, there was no difference between the groups. At follow-up 1, the experimental mean score remained relatively stable and the control group declined (2.20 and 2.03 respectively; $p=0.172$). At follow-up 2, there was a decline in the experimental and control groups (2.13 and 1.89 respectively; $p=0.114$). This shows that, like the 'recognizing racist behaviour in the workplace' finding, both groups declined in their capacity to recognise sexist behaviour over time; however, the control group declined more over time relative to the experimental group. This suggests that the V4V program did not increase the capacity of experimental recruits to recognise sexism but rather safeguarded against the steeper declining views observed in the control group.

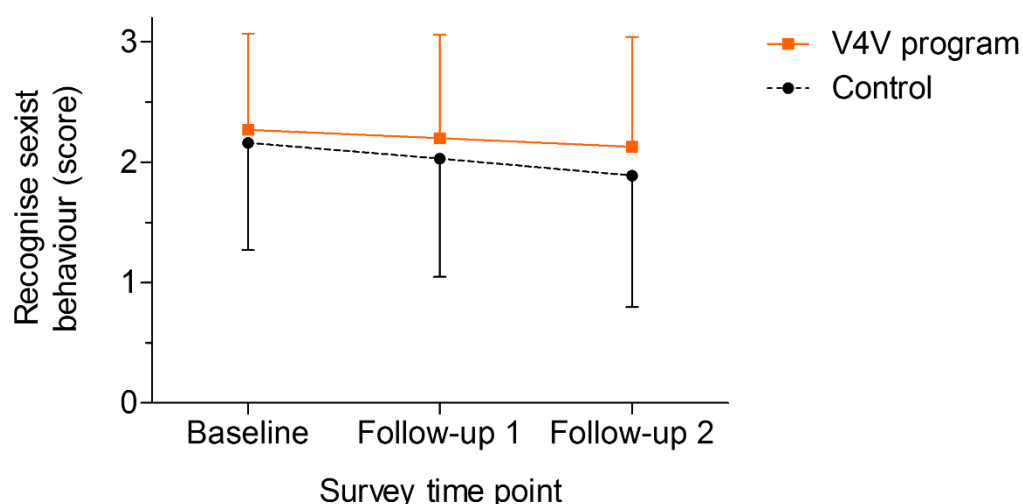


Figure 4.2 Survey responses in the 'recognise sexist behaviour' construct before and after V4V participation

The data are presented as the mean score \pm standard deviation for each group at each time point.

Prejudice: Figure 4.3 shows that there was very little difference between the experimental and control groups over time in their capacity to recognise prejudices in the workplace.

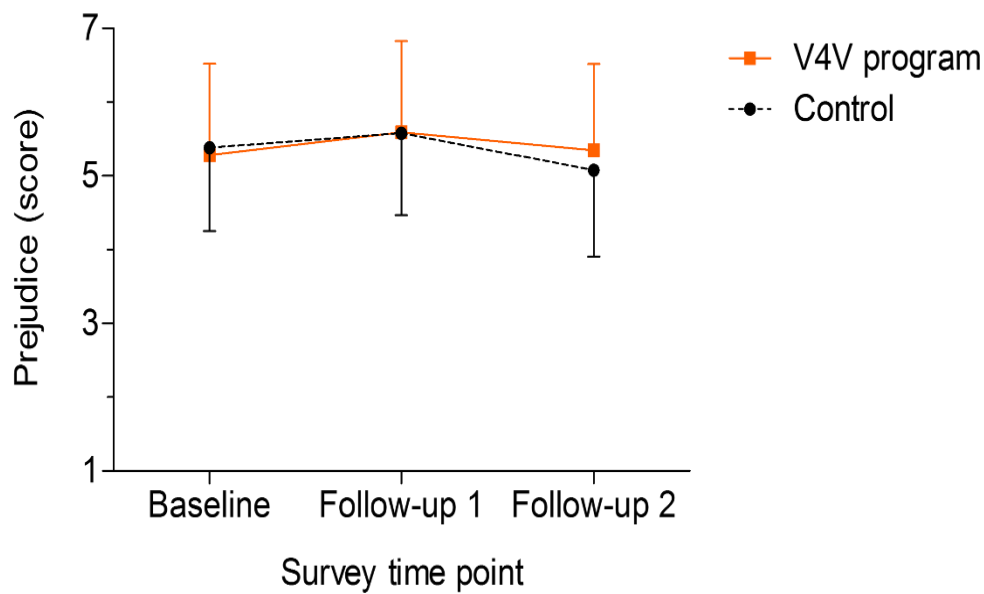


Figure 4.3 Survey responses in the 'prejudice' construct before and after V4V participation

The data are presented as the mean score \pm standard deviation for each group at each time point.

Equality: Figure 4.4 shows that there was a decline in the control group's belief in equality from baseline to first follow-up and then in the second follow-up. By contrast, the experimental group increased from baseline to first follow-up in their beliefs concerning equality in the workplace, followed by a small decline by the second follow-up survey (5.82 at baseline, 6.00 at follow-up 1, and 5.74 at follow-up 2). By the second follow-up, the two groups were statistically significantly different in their views ($p=0.05$; $d=0.29$). Overall, the data suggest that in the experimental group, after an initial boost to their feelings about equality, there was decay in their views, suggesting that some of the V4V treatment effect could be short-lived.

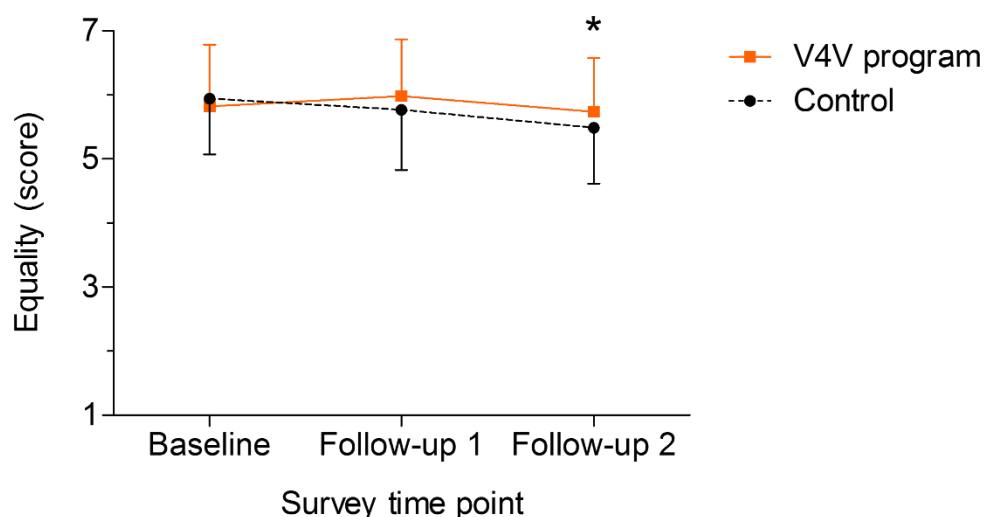


Figure 4.4 Survey responses in the 'equality' construct' before and after V4V participation

The data are presented as the mean score \pm standard deviation for each group at each time point.

Inter-group significant difference () at each time point was determined using a two-tailed t-test*

$p < 0.05$.

Tolerance of diversity in workplace: The control group that did not receive the V4V training demonstrated a decline of tolerance (figure 4.5). Comparing across the baseline results (4.11 for control and 4.10 for experimental, $p=0.91$) and the follow-up 1 results (3.87 for control and 4.09 for experimental, $p=0.002$), both groups saw a decay in their tolerance towards diversity; however, decay was greater in the control group relative to the experimental group. Again at follow-up 2 the decay was further evidenced and again there was a significant difference ($p < 0.001$; $d=0.60$). This could indicate that the V4V program buffered against declining tolerance levels concerning diversity that appears to accompany the time spent in recruit training at the police academy.

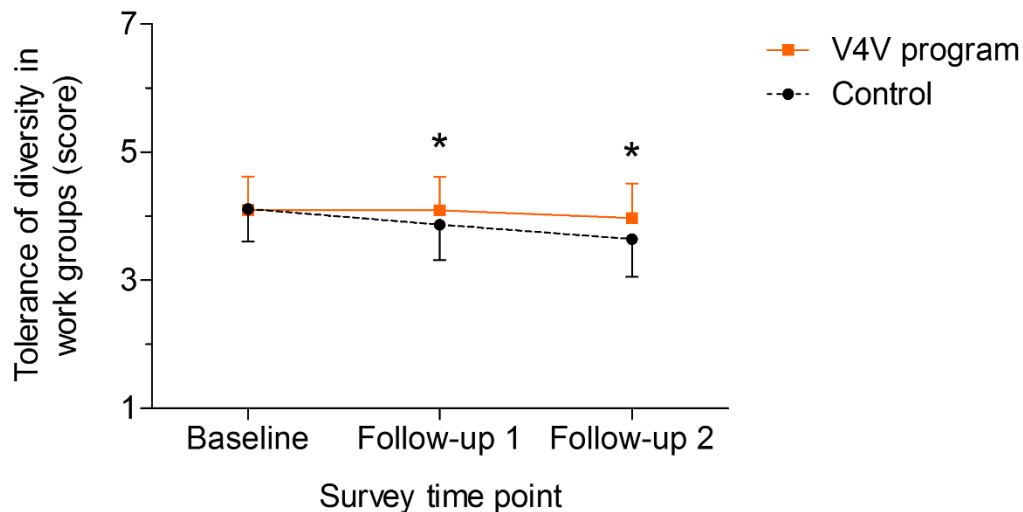


Figure 4.5 Survey responses in the 'tolerance of diversity in workgroups' construct before and after V4V participation

The data are presented as the mean score \pm standard deviation for each group at each time point. Inter-group significant difference () at each time point was determined using a two-tailed t-test $p < 0.05$.*

Empathy – cognitive: Figure 4.6 demonstrates that there was very little difference between the experimental and control groups over time in their capacity to demonstrate cognitive empathy.

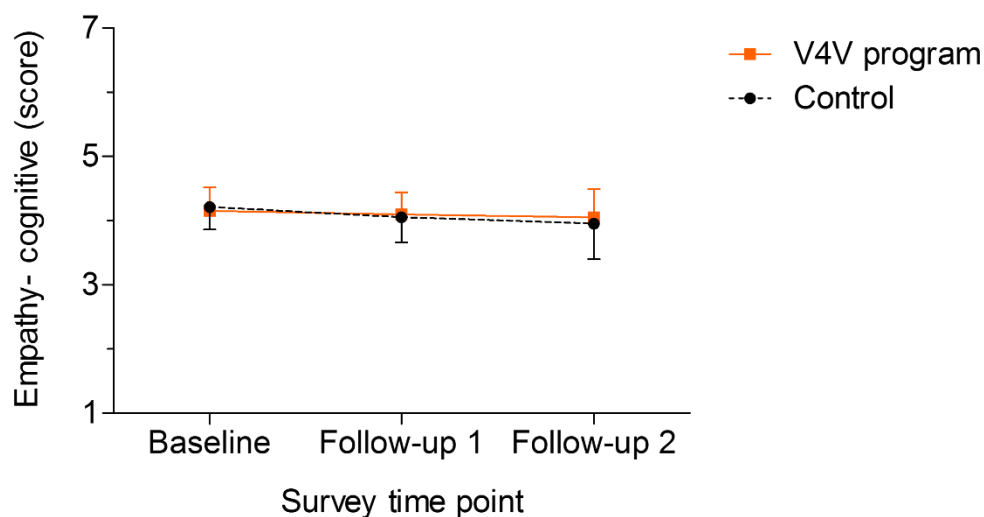


Figure 4.6 Survey responses in the 'cognitive empathy' construct before and after V4V participation

The data are presented as the mean score \pm standard deviation for each group at each time point.

Empathy – affective: Figure 4.7 indicates that there was very little difference between the experimental and control groups over time in their capacity to demonstrate affective empathy.

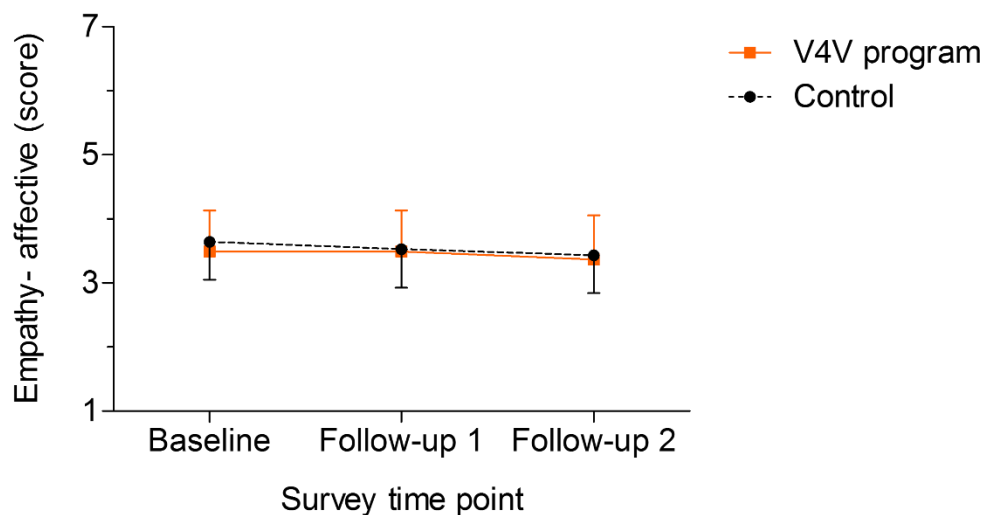


Figure 4.7 Survey responses in the 'affective empathy' construct before and after V4V participation

The data are presented as the mean score \pm standard deviation for each group at each time point.

Empathy – concerning workplace discrimination: At baseline the mean scores for the experimental and control groups were similar (4.27 and 4.22 respectively; $p=0.50$) and then there was a statistical significant difference at follow-up 1 (4.23 and 3.98 respectively; $p=0.002$; $d=0.41$) (figure 4.8). At follow-up 2 there was a decline in both the experimental and control groups (4.04 and 3.84 respectively, $p=0.002$; $d=0.57$). Over time, there was decay in both groups; however, the decay in the experimental group is modest compared to that of the control group. This suggests that the V4V training buffers against a deterioration of empathetic views towards discrimination in the workplace.

As with the diversity in the workplace measure, the differences between the two groups over time is not driven by the V4V creating an increase in empathy in the experimental group, but

rather a decline from baseline to first follow-up in empathy in the control group. This result is consistent with the literature that also found declining attitudes amongst recruits over time in the police academy (Alain and Gregoire 2008; DeSchrijver and Maesschalck 2015).

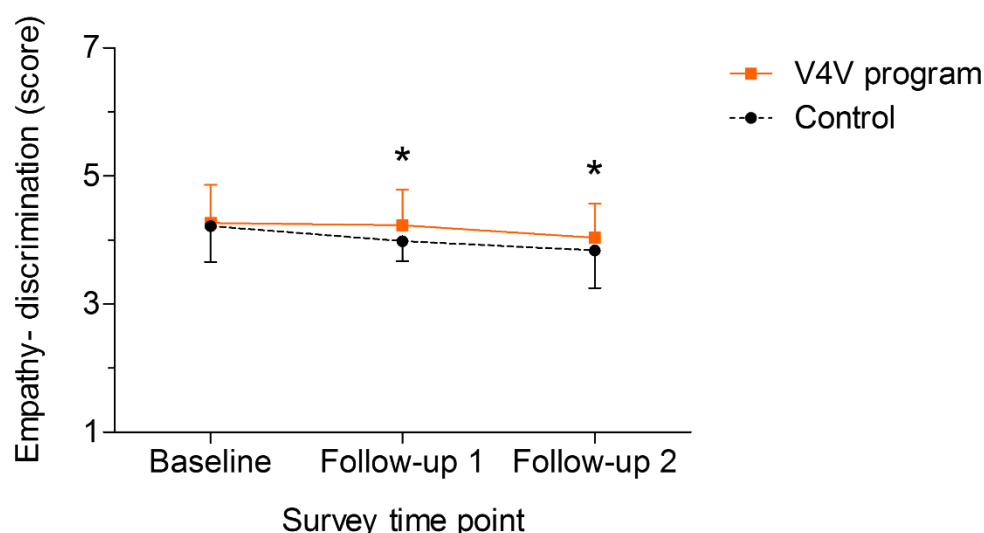


Figure 4.8 Survey responses in the 'empathy towards discrimination in the workplace' construct before and after V4V participation

The data are presented as the mean score \pm standard deviation for each group at each time point. Inter-group significant difference () at each time point was determined using a two-tailed t-test $p < 0.05$.*

Stated willingness to intervene in racist incidents: For this construct (figure 4.9), the mean scores for the experimental participants increased around their stated willingness to challenge racist behaviour from the baseline to the first follow-up (1.59 for control group and 2.08 for the experimental group; $p < 0.001$). The control group responses remained stable over time. This shows that the V4V was clearly able to raise consciousness amongst the experimental officers to challenge racist language and jokes in the workplace in the immediate period after the V4V intervention. However, this stated increased capacity to challenge racist language or jokes was short-lived. By the second follow-up, the mean scores had reduced to baseline levels.

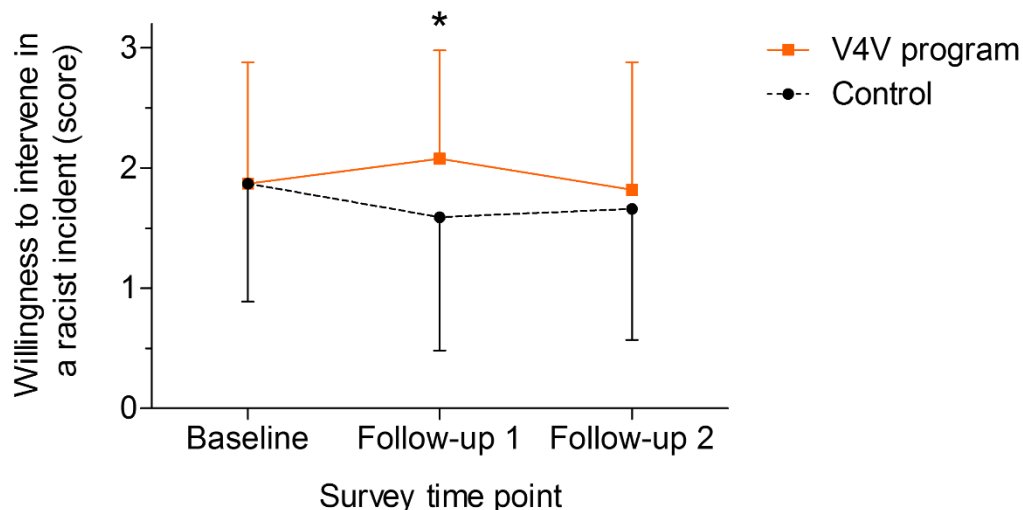


Figure 4.9 Survey responses in the 'stated willingness to intervene in racist behaviour in the workplace construct' before and after V4V participation

The data are presented as the mean score \pm standard deviation for each group at each time point. Inter-group significant difference () at each time point was determined using a two-tailed t-test $p < 0.05$.*

Stated willingness to intervene in sexist incidents: Similar to the stated willingness to intervene in racist situations, the experimental group was impacted by the V4V program in their willingness to intervene in sexist incidents (figure 4.10). The mean scores for the experimental participants increased around their stated willingness to challenge sexist behavior from the baseline to the first follow-up (1.54 for control group and 2.06 for the experimental group; $p < 0.001$). The control group responses remained stable over time. This shows that the V4V was clearly able to raise consciousness amongst the experimental officers to challenge sexist language and jokes in the workplace in the immediate period after the V4V intervention. However, this stated increased capacity to challenge was short-lived. By the second follow-up, the mean scores had reduced to baseline levels.

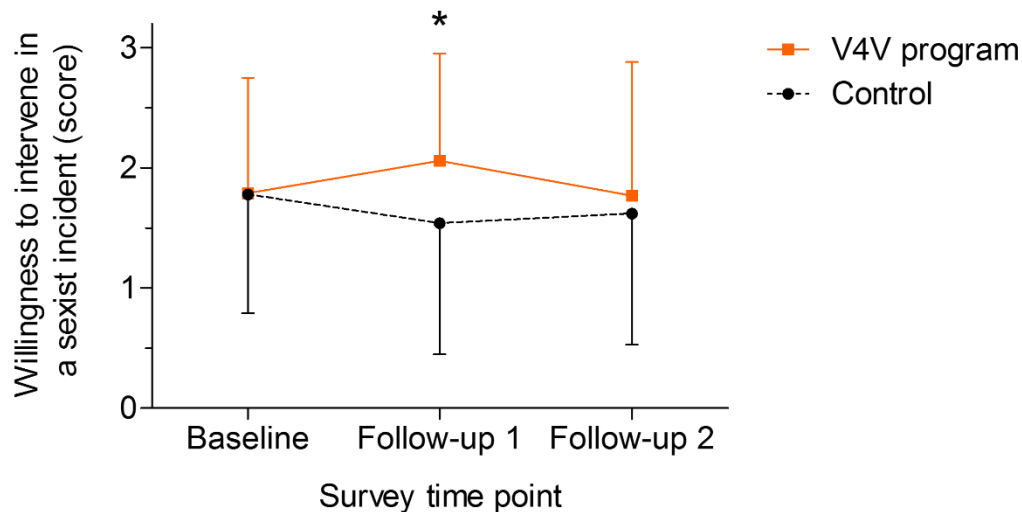


Figure 4.10 Survey responses in the 'stated willingness to intervene in sexist behaviour in the workplace' construct before and after V4V participation

The data are presented as the mean score \pm standard deviation for each group at each time point. Inter-group significant difference () at each time point was determined using a two-tailed t-test $p < 0.05$.*

4.6 Summary

Despite the possibility of a "family wise error rate", across the different waves and constructs, eight constructs showed statistically significant differences between the experimental and control groups. Overall, the results show that the experimental group were more likely to voice pro-social values than the control group on their stated willingness to intervene in a racist incident (for follow-up 1 only) and stated willingness to intervene in a sexist incident (for follow-up 1 only). The experimental group also had a higher preference for equality (for follow-up 2 only), tolerance of diversity in workgroups (for both follow-ups 1 and 2) and empathy for discrimination (for follow-ups 1 and 2) than the control group. Whilst the results do not lead to sustained improvements in recruit attitudes and values across all constructs, the V4V program clearly buffers against erosion of recruits' attitudes during the period that they attend the police academy as shown in the patterns of attitudes and values exhibited by the control group recruits.

Chapter 5 Discussion and Conclusion

Cultures can affect personal and organisational values (Cooper 2000). The police culture can influence recruits who commence training with high ideals and values (Ford 2003) and they can be affected both negatively and positively (Terrill *et al.* 2003). Due to some aspects of police culture, such as loyalty and cynicism, recruits can find it difficult to stand up to negative behaviours in the workplace (Richards 2010). They can also have slippage in their values concerning racist and sexist behaviours (Chan *et al.* 2010).

During 2015, 132 police recruits at the QPS Academy received the V4V program. Under randomised field trial conditions, the impact of the program was evaluated to assess whether or not a values-based education program at recruit level could increase empathetic attitudes, recognition of negative behaviours and a stated willingness to intervene to stop such behaviours in the workplace. This included the variables of recognition of racist and sexist behaviour, prejudice, empathy and tolerance of diversity. This chapter provides the results of this RCT, and then discusses how the culture could be affecting police training. The chapter also considers policy implications, including the future of V4V, and the limitations of this RCT.

5.1 Main Findings

The three hypotheses of this thesis seek to determine whether or not a **values education program at recruit level increases empathetic attitudes and a stated willingness to intervene to stop poor behaviour in the police workplace**. The results of the RCT offer three main findings. Firstly, there was not an enhanced recognition of sexist, racist and prejudicial behaviour with the recruits in the experimental group. Secondly, there was an impact on enhancing the acceptance of tolerance to diversity in workgroups, and acceptance of equality and empathic views concerning discrimination in the workplace, with the recruits

in the experimental group. Finally, there was an increased willingness to intervene in sexist and racist behaviours in the workplace with the recruits in the experimental group.

The first main finding is that the V4V program was not able to increase the capacity of recruits to recognise sexist, racist and prejudicial behaviour in the workplace. There are a number of possible reasons for these results. Firstly, the scenarios that formed part of the V4V program were not powerful enough to enhance the recruits' views either in the immediate period following exposure to the program, or during the second follow-up period. However, they did buffer against the larger decrease seen in the control group concerning recognition of these behaviours. Secondly, because recruits enter police academies with a high sense of values and morals (De Schrijver and Maesschalck 2014), it is possible that they already have a heightened state of recognition of these behaviours, so interventions such as the V4V would not be expected to have any impact. Thirdly, the duration of the V4V program may have been insufficient to transfer the course information and have the desired impact on participants. Programs that have been effective are for longer periods (Pennay and Paradies 2011). A fourth possibility could be that the methods used to train police officers, including the necessity to follow orders, to approach every person as a potential threat, along with possible reinforcement of sexism and racism through off-hand comments or stories by trainers or students, impact more on recruits than does V4V (De Schrijver and Maesschalck 2014). Lastly, values education programs should not be a stand-alone addition in the curriculum (De Schrijver and Maesschalck 2014): the philosophy of V4V may require integration throughout training for recruits.

The second major finding related to empathy, equality and a tolerance for diversity. At varying times in this study, the experimental group, when compared to the control group, had significant differences, with moderate effects, in the constructs of equality, tolerance for diversity and empathy towards workplace discrimination. Overall, this analysis demonstrates that whilst the V4V program did not increase the recruits' acceptance of diversity or increase

empathic views, it did buffer significantly against declining levels in the constructs.

Concerning the recruits' attitudes about equality, after an initial boost at the time of the intervention, there was decay, suggesting that some of the V4V treatment effect could be somewhat short-lived.

A number of possibilities may explain these results. The V4V results demonstrated some results concerning bystander interventions, diversity and discrimination that yielded evidence to suggest that the program was successful on these dimensions. This is possibly due to the program using adult learning techniques and the successful active witnessing model (Polanin *et al.* 2012; Ishiyama 2013). The duration and intensity of this program, however, may be too short to provide a large, sustainable impact. Further evaluation of the scenarios used in the training may provide situations that are more relevant to the participant. The adoption of the V4V philosophy throughout all training may be the key to sustaining impact.

The third major finding was that following the intervention the experimental group was significantly different from the control group in their stated willingness to intervene in both sexist and racist behaviour. Both groups at follow-up 2 showed a decay; however, the difference remained significant. This indicates that the V4V program had an effect, but it requires improvement to ensure a sustained impact.

Ashburn-Nardo *et al.* (2008) identified a number of steps to encourage bystander action. These included increasing the detection of discrimination, assessing the level of people's discrimination, helping people understand the gravity of discrimination, increasing perceptions of responsibility, teaching people how to confront discrimination and practicing confrontation. As V4V addressed this theory, there was an expectation that the recruits in the experimental group would state that they were more likely to intervene in the behaviours assessed than the control group. As mentioned above, immediately following the V4V training, the experimental group had a rise in the number of times they stated they would

intervene. However, this declined at follow-up 2, suggesting that the V4V training had an impact on recruits stated willingness to intervene, but that it was not sustained. This could be due to the influence of the police culture and training (De Schrijver and Maesschalck 2014). Taking into account the short duration of V4V, these results are encouraging for the continuation of a form of the program, along with booster programs.

5.2 Ongoing training

Some positive effects of V4V were short lived, which is common in ethics, values and integrity training (De Shrijver and Maesschalck 2014). In fact, some research suggests that these types of programs have no effect, while other research reports mixed effects (De Shrijver and Maesschalck 2014). In a longitudinal study, Van Montfort *et al.* (2013) found short-term positive effects tend to disappear in the long-term. An option to consider for V4V is a follow-up program or a booster later in the recruit training to reinforce the V4V philosophies. Research also shows, however, that over time and whilst in operational duties officers' ethical principles decline (Alain and Gregoire 2008); thus, booster-training programs could be useful at varying times throughout an officer's career. Experimental evidence suggests that by nudging people, semi-voluntary compliance can be achieved (Johnson *et al.* 2003) and that reminders (Karlan *et al.* 2010) may increase effectiveness.

The attitudes that V4V aims to instil may need integration into the curriculum so that V4V does not feel like an add-on. There needs to be consistent messaging and links drawn between all teachings and during informal encounters at the academy. This will reinforce the themes and should serve as a strong reminder to recruits when confronted with difficult situations.

5.3 Implications for future policy changes

Whilst this RCT did not look at why recruits values declined, the literature surrounding racism, prejudice and sexism provides some possible insights, such as the role of facilitators and curriculum, diversity within the classroom, diversity within the workforce, role modelling, recruiting, racism, and training programs dealing with unconscious bias.

5.3.1 Review of curriculum

The results of this study and the associated literature concerning the training of police recruits indicate a necessity to review current curriculum. This includes ensuring that no covert or institutional racism, sexism or other negative behaviours are in any aspect (for example in scenarios, role-plays and examinations) of the training. Training in the QPS is aligned to a Training and Development Framework that outlines a curriculum development policy. Amendments to the policy that instruct staff to consider discrimination and bias when developing curriculum is to be introduced. The policy will also include information to reinforce that products must be representative of all people, and be inclusive of all cultures, religions, genders, and sexual orientations, and persons with a disability. A standing agenda item will also be included in the QPS Training and Development Curriculum Committee to ensure products are carefully overviewed by a diversity of stakeholders prior to their release.

Training should also consider a move away from the current didactic, command and control method of training. The Washington State Criminal Justice Training Commission has shifted from this style of training to one where their goal is to train 'guardians' of communities. At this academy, the instruction has an increased emphasis on empathy, treating citizens with respect and dignity and following legislative requirements (retrieved from www.seattletimes.com on 10 March 2016).

5.3.2 *Recruiting - Empathy*

Empathetic people understand the needs, wants and viewpoints of those around them and are good at recognising the feelings of others (Goleman 1995). As a result, empathetic people generally have enhanced skills such as listening, managing relationships, and relating to others, and they avoid stereotyping and judging others too quickly (Goleman 1995). These skills need to be instilled in training by facilitators but they are also skills that people cannot necessarily develop. Further, high standards as a police officer is dependent on each officer's beliefs and values such as their attitude towards diversity, racism and gender (Hahn 1974). Jurisdictions such as New Zealand police clearly advertise that they are seeking a diverse range of people, but their overall goal is to ensure that they recruit people with a strong desire to help people in their community. An important quality that the jurisdiction seeks is 'empathy for others'. At the recruiting level in the QPS there is no emphasis on empathy; in fact, during the interview potential recruits are not even asked why they wish to be a police officer. Whilst there is no foolproof method for testing for empathy there are a number of scales that will assist, including the Basic Empathy Scale used in this RCT. A review of the recruit process and inclusion of empathy testing may assist in recruiting more empathetic people.

5.3.3 *Diversity in classrooms*

The QPS sees diversity in the workplace as important and equally important in classrooms. Classroom diversity broadens horizons, increases creativity and innovation and assists recruits to reach their potential (Thomas 2004). The QPS are currently attempting to achieve a gender balance of 50% female and 50% male and saw its first intake under this strategy in March this year. Other forms of diversity are also important, including ethnicity, language, culture and socio-economic backgrounds. With only 2.29% of the QPS workforce identifying as Indigenous and 5.81% identifying as from a non-English-speaking background (QPS Statistical Review 2015), recruiting in these areas is important for a diverse classroom, as

currently the classroom make-up may be a breeding ground for poor behaviours.

Traditionally squad formation occurs through alphabetical listings or ad-hoc placements. This can mean that there are imbalances, particularly gender imbalance, that can allow poor behaviours to flourish (VEOHRC 2015). More strategic considerations may assist to create greater diversity.

5.3.4 Diversity Training

Training and education programs are widely reported as some of the best strategies for working with diversity as they help officers to understand its value, build awareness and provide skills necessary for working in diverse teams. External drivers, such as changes in counter terrorism and financial and political decisions, have forced many social, values-based training programs from the QPS recruit training curriculum as facilitators attempt to teach as much as possible in defined periods. As this study and others (see for example, DeShriver and Maesschalck 2015) have identified the importance of addressing the decay of values in policing, re-introducing diversity training may complement V4V, enhancing its learnings.

Diversity training is also important throughout an officer's career. Integrating diversity training within other training programs and curriculum will serve as a constant reminder. As no single approach appears to work, combining training with other initiatives such as mentoring programs for ethnic and cultural minorities, career guidance and planning programs, outreach programs including internships, scholarship and specialised programs would be valuable (Kreitz 2008). This training currently occurs ad hoc within the QPS. A current initiative is a new training course centring on unconscious bias, which may be an important step towards a more inclusive workplace.

5.3.5 *Unconscious bias training*

Unconscious or implicit bias 'refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner' (Kirwan Institute 2014, p. 16). The Kirwan Institute (2014) notes that there are both positive and negative outcomes of unconscious bias, but the negative impacts on diversity and inclusion are significant.

Although not specifically related to the broad concept of unconscious bias, numerous police studies (see for example, Stroschine *et al.* 2008; Quinton 2011) have identified the link between an officer's threshold to intervene in certain behaviours and the unconscious and tacit 'working rules' that have been developed as a result of their experience and exposure to workplace culture. Rather than allow these unconscious thresholds to develop by accident, police organisations could consider the policy implications of such evidence. Whilst police have a plethora of operational experience to shape their thresholds relating to criminal investigations, experience of racism, sexism and harassment in other contexts is not as common and as a result, officers are often ill prepared for, or cannot identify, poor behaviour in other contexts. Police organisations may benefit from exposing officers to experiences designed specifically to shape appropriate unconscious working rules in these contexts. Training programs such as the newly developed QPS Managing Bias Program (QPS 2016) appear to be a start in the right direction.

5.3.6 *Facilitators*

Facilitators need to have skills to assist them in teaching and guiding recruits. They must also have an ability to teach a culturally inclusive class where all participants recognise, appreciate and capitalise on diversity (Gollnick and Chinn 2001). Some facilitators may lack such knowledge or ability. Instructors selected on proven abilities and with selection processes that include empathy testing may identify appropriate, empathetic facilitators. Advanced facilitation courses could also help in this regard.

Sharing stories is one method facilitators use to pass on information and knowledge to recruits. This story telling is where recruits begin to form understandings of police and how they are to act as officers (Peak 1993). These stories must be free of any bias and examples of negative behaviours and free of implicit approval of negative behaviours. Sights or innuendoes such as jokes, profanities or use of sexist and racist comments or gestures may impacts recruits. This can be the start of indoctrinating recruits into the negatives of police culture. Whilst adult learning techniques include the transmission of real life experiences, facilitators need to be careful of repeating 'war stories' that can bring a profession-born cynicism to the classroom. Facilitators need to have currency and ensure they are passing on professionalism and common sense knowledge to new officers, as opposed to relating valiant, amusing or extreme accounts of events (Ford 2003). Operational deployments of facilitators through the academy may provide presentations that are more relevant.

Values based training can lead to heated debate and raise strong emotions, but to be effective it requires skill and frank, open discussions (Northern Ireland Human Rights Commission 2004) and facilitators require training in this regard. New Zealand Police and their Human Rights Commission have teamed together to build a program and facilitation guide which navigates police trainers through these skills (New Zealand Human Rights Commission 2006). This also follows a successful similar program in Northern Ireland Police (Northern Ireland Human Rights Commission 2004). Further consideration of this type of program is likely to benefit the QPS.

Facilitators at the QPS academy are not the subject of ongoing evaluation by their students, peers or independent subject matter experts, yet the feedback is likely to be a powerful tool that influences their performance (de Luque *et al.* 2000). A 360-feedback tool is now available within the QPS, which provides anonymous appraisal from co-workers, supervisors, subordinates and others (Fleenor *et al.* 2008). This tool measures performance, gives meaning to the expectations required of facilitators, and advises on their performance

(Wallace *et al.* 1999). If there is a gap between desired and actual performance, then this tool can assist facilitators to 'adjust and match their behaviours to a goal or standard' (Tornow *et al.* 1998, p26). The QPS academy will shortly introduce this tool for facilitators.

5.3.7 *Role models*

Recruits must develop leadership skills and one way is through having ethical role models during their career (Brown and Trevino 2006). The role models, whose style and attributes can be emulated (Shapiro *et al.* 1978), are especially important during recruits' training, when they can be easily influenced (DeShriver and Maesschalck 2015). In many organisations, people will choose their role models, but in academies, recruits will often simply accept that a more senior person such as their supervisor or facilitator is a role model (Gibson and Cordova 1999). Good role modelling can assist in ensuring ongoing ethical decision making by recruits that is free of bias and discrimination. As recruits tend to learn extensively from these role models, facilitators need to be people who demonstrate ethical and other desired behaviours (Lockwood and Kunda 1977). Facilitators participating in V4V training on a regular basis may assist.

5.3.8 *Bystander training*

Bystander training may be important in improving workplaces. Well-designed programs can have an impact, but as benefits from these programs may see erosion with day-to-day policing experiences, organisational culture, media portrayals and lack of action by organisations (Sanson *et al.* 1998), it should not be a stand-alone program. The long-term success of the V4V intervention is dependent on it not being an isolated event and having its philosophy integrated into the overall curriculum.

5.3.9 *Financial constraints*

In times of shrinking budgets and fewer resources, the QPS is under increasing pressure to deliver policing in a cost-effective and efficient way. The majority of allocated funding provided to the QPS is to the delivery of front line policing, leaving a small amount for leaders to prioritise projects that will have the potential to achieve the most benefits. V4V is an expensive program to conduct at \$480 per person. It is hard to determine, without further research, how much the QPS can save financially by eradicating poor behaviours from the workplace, but we do know the cost of ongoing poor behaviours is not just a financial burden: poor behaviours also impact on the legitimacy of the QPS and create a negative culture and poor morale in the workplace. The evidence from this study indicates that a modified V4V program may benefit the QPS culturally and financially by reducing such behaviours.

5.4 Limitations

Sample size: In this study the sample size (n=260) consisted of 132 recruits in the experimental group and 128 in the control group, with an overall response rate of 82% and 89% respectively. The recruits demographically appeared similar to other intakes and the randomisation of the recruits aided in replicating the diversity usually seen at the QPS academy. Increasing the sample size may indicate more clearly whether there were any other factors contributing to the recruits' attitudes. During the time allocated for this study, this was not possible, because there were no more recruits entering into the QPS academy at that time. The study will gain further insights over the next year when the recruits (now constables) participate in additional surveys at the 6th and 11th month of their training.

Self-reported data in surveys: Although a popular and common research method in criminology and social sciences, the method has limitations (Wilcox 2005). The first limitation that possibly could have influenced the results is the honesty of recruits, as topics such as

racism and sexism are highly emotive subjects. This could lead to recruits being less than frank when answering questions. Equally, they may not feel encouraged to provide honest answers for fear of presenting themselves in an unfavourable manner. They may also have lacked the introspective ability to provide accurate responses to the questions. Addressing some of these limitations was the anonymous nature of the survey.

Rating scales: The rating scales in this survey, compiled from previous studies, often contained a 'don't know' response. These were coded as missing data. This could be re-coded or this response removed and or substituted in the survey design. Whilst the data analysis of the missing data, which included non-respondent data, did not show differences in the socio-demographical profile between participants and non-participants it is possible that there is bias in favour of participants interested in the topic.

Survey response rate and attrition over time: Survey responses are often low causing a limitation for researchers. In this study, the response rate was high but there was still a decline in responses across the three waves of the study. The response rate started as 84% for the experimental group and 99% for the control group and by follow-up 2 was 79% and 70% respectively. Reversal of this decline might occur with reminders or incentives to complete the survey.

Learned responses: Because this survey occurred on three occasions, recruits could have remembered their previous responses and simply replicated them. To diminish this effect, the look of the survey and changing the order of questions occurred.

Duration of program: As already discussed, the V4V program was only three hours long and only formed a small part of their overall training. Moreover, there was no follow-up or booster training of the program. It is reasonable to speculate that its brevity could limit the impact the program had on recruits.

5.5 Conclusion

The central research question of this thesis was: can a **values education program at recruit level increase empathetic attitudes and a stated willingness to intervene to stop poor behaviour in the police workplace?**

What started as a simple question brought to light many issues that may impact on the training of recruits. Arguably more important than the V4V evaluation were the findings that relate to the decay over the course of training of recruits' ability to recognise and intervene in workplace incidents such as racism and sexism. It appears the impact of training methods, personal and organisational values, as well as what is commonly referred to as 'police culture' can greatly affect recruits' attitudes in this area.

All organisations tend to have a 'distinctive, readily identifiable organisational culture' (Cameron 2004 p.2) which builds on corporate values. A culture presents the shared mind-set that allows organisational members, in this case recruits, to 'perceive and understand events and activities in similar ways' (Tornow et al. 1998, p.123). Although not true for all police, police culture can erode corporate values of officers and have negative impacts on a workplace. The harmful components of police culture such as cynicism, blind loyalty, group-think, negativity and cover-up can lead to an organisation that has little public faith and systematic failure. This thesis shows how these influences from police culture could be responsible for the detrimental impact on the values of recruits. If it is culture causing this erosion, this research aligns with others in indicating that it can happen very quickly. The survey response data presented in this thesis shows erosion of values within two months of commencing at a police academy.

Positive shared values between individuals, groups and the organisation can lead to significant benefits, including improved commitment to the organisation, sustainable profitability and overall more success (Barrett 2006). Making that happen will require leaders at all ranks who are trusted (O'Toole 1996), who communicate and demonstrate required values (Kraemer 2011), are self-aware and reflective (Serrat 2009) and are role models at all times. Without this commitment, bringing about change to prevent erosion of values will be difficult (Moon 2009). The importance of values and their impact 'are the beginning, they are what inspires us. Values are the means; they are what we do and how we do it. And values are the end, they are what we strive to achieve' (Robinson 2008, p72–3). As Sherman (1982) identifies, the academy is a perfect time to introduce moral aspects of policing and help recruits to deal with moral dilemmas. However, such training cannot be isolated, otherwise, its success will be limited due to erosion from day-to-day policing experiences and organisational culture (Sanson et al. 1997). A review of V4V is required to determine whether the implementation of an ongoing training program could reinforce positive attitudes.

The V4V program was implemented and delivered at the QPS academy in 2015 and had an impact at recruit level, increasing empathetic attitudes and a stated willingness to intervene to stop poor behaviour in the police workplace. However, like a vaccine, to be effective it may require more than a single dose. The antibody responses are detectable, but insufficient to protect, so perhaps a second or third dose is required to increase the immune response through a 'memory effect'. On its own, the V4V program was insufficient to prevent decay in recruits' attitudes over the length of the training period, although it did appear to reduce the rate of decay. The findings from this study suggest a review of the program, including the content to strengthen its ability to ensure professional, values-based officers, and its integration into training as a whole, may lead to greater effectiveness in producing new officers with attitudes the QPS will be proud of.

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Appendix 1

Voice4Values Post-intervention

Q1.1 Queensland Police Academy Survey INFORMATION ABOUT THIS SURVEY
Researchers from the Institute for Social Science Research (ISSR) at the University of Queensland have worked alongside the Queensland Police Service (QPS) to develop this survey in order to learn more about police recruits, their attitudes and experiences. Your feedback is very important and your answers to the survey questions will help improve recruit training in the future. Completion of this survey is voluntary. It is expected the survey will take no more than 20 minutes to complete. By completing this survey, you agree that you have read and understood this Information Sheet for this research project. If you choose not to complete the survey or choose not to answer any specific questions, you can do so without penalty, judgment or discriminatory treatment. Your decision will in no way impact upon your personal records or relationship with the Queensland Police Service, The University of Queensland, or any other organisation or person. You can feel confident in knowing that what you tell us remains confidential and will not be attributed to you in any way. Participation in this study should involve no physical or mental discomfort, and no risks beyond those of everyday living. If, however, you should find any question to be invasive or offensive, you are free to omit answering that question. If you have any questions or concerns, or would like to learn more about the study, please feel free to contact Dr Elise Sargeant from ISSR at (07) 3365 7435. You can find out more about ISSR by looking at our website <http://issr.uq.edu.au/>. This study has been cleared by one of the human ethics committees of the University of Queensland in accordance with the National Health and Medical Research Council's guidelines. You are of course, free to discuss your participation in this study with project staff (contactable on (07) 3365 7435). If you would like to speak to an officer of the University not involved in the study, you may contact the Ethics Officer on (07) 3365 3924. If any of the survey questions raise concerns for you, you can also call Lifeline on 13 11 14.

Q1.2 I have read the above information sheet and consent to participate in this survey:

- ☐ Yes (1)
- ☐ No (2)

If No Is Selected, Then Skip To End of Survey

Q1.3 I am over 18 years of age:

- ☐ Yes (1)
- ☐ No (2)

If No Is Selected, Then Skip To End of Survey

Q1.4 Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

Q2.1 We are now going to ask you to create a unique identifier. Please enter the first two letters of your father's first name, followed by the first two letters of your mother's maiden name, followed by the month in which your mother was born. For example if your father's first name is John and your mother's maiden name is Citizen and your mother was born in January (01) your unique identifier would be JOCI01. If for any reason you cannot answer all three of these questions: It is okay if your unique identifier is only two or four characters. For example if you don't know your father's name but your mother's maiden name is Citizen and your mother was born in January (01) your unique identifier would be CI01.

Q2.2 Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

Q2.3 What is your squad number?

Q3.1 In this section we ask you about your views of the Queensland Police Service. Thinking about your time with the Queensland Police Service so far, please indicate your level of agreement with the following statements. When we refer to "work colleagues" we mean fellow police recruits or police officers.

	Strongly disagree (1)	Disagree (2)	Neither disagree nor agree (3)	Agree (4)	Strongly Agree (5)
I have no emotional attachment to the Queensland Police Service. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel a sense of loyalty to the Queensland Police Service. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel a sense of loyalty to my work colleagues. (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel respected by my work colleagues. (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in using the authority that has been/will be vested in me as a police officer. (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As someone who works for the police, I believe I occupy a position of special importance in society. (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3.2 Thinking about the Queensland Police Service, please indicate your level of agreement with the following statements:

	Strongly disagree (1)	Disagree (2)	Neither disagree nor agree (3)	Agree (4)	Strongly Agree (5)
The police should use more physical force to control members of the public. (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The police should be allowed to use greater force to deal with confrontational situations. (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's important for the police to take the time to explain decisions to members of the public. (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Police should allow members of the public to voice their opinions when police make decisions that affect them. (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Police should treat everyone with the same level of respect regardless of how they behave. (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Police should make decisions based on facts, not personal prejudice. (27)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Police should treat everyone with dignity and politeness. (33)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The police do a good job at controlling crime. (30)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The police do a good job at preventing crime. (34)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The public agree with the tactics the Queensland Police Service use. (31)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The public think the Queensland Police go about the job in the right way. (32)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3.3 Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

Q3.4 Thinking about your time with the Queensland Police Service so far, please indicate your level of agreement with the following statements about your supervisor. Note that by "supervisor" we mean your squad facilitator or instructor at the Academy or your immediate supervisor.

	Strongly disagree (1)	Disagree (2)	Neither disagree nor agree (3)	Agree (4)	Strongly agree (5)
My supervisor listens to my opinions about decisions that affect me. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor treats me with respect. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor gives me the chance to voice my opinion about decisions that affect me. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor's decisions are based on facts, not personal prejudice. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor's decisions are consistent. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do what my supervisor asks me to do. (30)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ignore my supervisor's instructions. (31)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I comply with police policies, even when I think they are wrong. (34)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I follow my supervisor's instructions, even when I think they are wrong. (32)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do what I am told by my supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

without question. (33)					
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Q3.5 Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

Q4.1 In this section we ask you about your feelings toward your work colleagues. Thinking about your work colleagues at the Queensland Police Service please indicate your level of agreement with the following statements. Note that by "work colleagues" we mean fellow recruits and police officers.

	Strongly disagree (1)	Disagree (2)	Neither disagree nor agree (3)	Agree (4)	Strongly agree (5)
My work colleagues' emotions don't affect me much. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can understand a work colleague's happiness when she/he does well at something. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't become sad when I see a work colleague crying. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My work colleagues' feelings don't bother me at all. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seeing a work colleague who has been angered has no effect on my feelings. (24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can usually work out when my work colleagues' are upset. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can usually work out when my work colleagues' are cheerful. (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can usually realise quickly when a work colleague is angry. (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My work colleagues' unhappiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

doesn't make me feel anything. (18)					
I am not usually aware of my work colleagues' feelings. (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have trouble figuring out when my work colleagues' are happy. (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People who experience discrimination at work feel upset about it. (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is unpleasant to witness discrimination at work. (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am upset when others experience discrimination at work. (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4.2 Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

Q4.3 In this section we ask you to answer some questions about yourself. Listed below are a number of statements about you. Please read each statement and decide whether it is true or false as it pertains to you personally:

	True (1)	False (2)
It is sometimes hard for me to go on with my work if I am not encouraged. (1)	<input type="radio"/>	<input type="radio"/>
I sometimes feel resentful when I don't get my way. (2)	<input type="radio"/>	<input type="radio"/>
On a few occasions, I have given up doing something because I thought too little of my ability. (3)	<input type="radio"/>	<input type="radio"/>
There have been times when I felt like rebelling against people in authority, even though I knew they were right. (4)	<input type="radio"/>	<input type="radio"/>
No matter who I'm talking to, I'm always a good listener. (5)	<input type="radio"/>	<input type="radio"/>
There have been occasions when I took advantage of someone. (6)	<input type="radio"/>	<input type="radio"/>
I'm always willing to admit it when I make a mistake. (7)	<input type="radio"/>	<input type="radio"/>
I sometimes try to get even rather than forgive and forget. (8)	<input type="radio"/>	<input type="radio"/>
I am always courteous, even to people who are disagreeable. (9)	<input type="radio"/>	<input type="radio"/>
I have never been irked when people express ideas very different from my own. (10)	<input type="radio"/>	<input type="radio"/>
There have been times when I was quite jealous of the good fortune of others. (11)	<input type="radio"/>	<input type="radio"/>
I am sometimes irritated by people who ask favours of me. (12)	<input type="radio"/>	<input type="radio"/>
I have never deliberately said something that hurt someone's feelings. (13)	<input type="radio"/>	<input type="radio"/>

Q4.4 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

Q5.1 The following statements inquire about your thoughts and feelings. Please indicate your level of agreement with the statements below.

	Strongly disagree (17)	Disagree (18)	Neither disagree nor agree (19)	Agree (20)	Strongly agree (21)
I tend to value similarities over differences when I meet someone. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a potential for good and evil in all of us. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can see myself fitting into many groups. (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I first meet someone I tend to notice differences between myself and the other person. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can tell a great deal about a person by knowing their ethnic background. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The similarities between males and females are greater than the differences. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.2 Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

Q5.3 Which of the following statements do you have a positive or negative feeling towards?
Beside each object or statement, please select the response which represents the degree of
your positive or negative feeling.

	Very positive (1)	Positive (2)	Slightly positive (3)	Neither positive nor negative (4)	Slightly negative (5)	Negative (6)	Very negative (7)
Some groups of people are simply not the equals of others. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Some people are just more worthy than others. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Some people are just more deserving than others. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Some people are just inferior to others. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To get ahead in life, it is sometimes necessary to step on others. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If people were treated more equally, we would have fewer problems in this country. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In an ideal world, all nations would be equal. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>We should try to treat one another as equals as much as possible (all humans should be treated equally). (10)</p> <p>It is important that we treat other countries as equals. (11)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.4 Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

Q5.5 In this section we ask you about your feelings toward the workplace in general. Thinking about your experience in the workplace, please indicate your level of agreement with the following statements:

	Strongly disagree (1)	Disagree (2)	Neither disagree nor agree (3)	Agree (4)	Strongly agree (5)
Working in diverse groups can increase my understanding of those who are different from me. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For complicated problems, diverse groups will be able to solve the problem more easily. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Groups whose members are diverse will be more creative. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, I prefer socialising with people like myself. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workgroups with members from different cultural backgrounds are likely to be effective. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Differences in political ideology within groups can stimulate one's thinking. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The experiences of group members who come from different countries can be helpful in groups that are trying to generate novel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ideas. (10)					
I prefer working with people who are very similar to me. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easier to be motivated when working with people who are like me. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find interacting with people from different backgrounds very stimulating. (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The experience of working with diverse group members will prepare me to be a more effective employee in an organisation. (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diverse groups can provide useful feedback on one's ideas. (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.6 Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

Q6.1 Thinking about your experience at the Queensland Police Service so far, please indicate your level of agreement with the following statements. Note that by "supervisor" we mean your squad facilitator or instructor at the Academy or your immediate supervisor.

	Strongly disagree (1)	Disagree (2)	Neither disagree nor agree (3)	Agree (4)	Strongly Agree (5)
I feel that women have a more difficult time handling positions of authority relative to men. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It seems that those ethnic minorities in supervisory positions are ineffective, relative to other supervisors. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of the women in management positions do an outstanding job. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that diversity is good for this organisation, even if it means I will have a supervisor who is from an ethnic minority background. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relative to male supervisors, female supervisors seem to be less effective. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Under most circumstances I would prefer a male supervisor. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would feel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>less comfortable with a male supervisor than I would with a female supervisor. (7)</p> <p>Most of the supervisors in this organisation who come from an ethnic minority background, possess the same leadership qualities as those supervisors who are not from an ethnic minority background. (8)</p> <p>It seems as if some of the women I work with need to be more assertive. (9)</p> <p>I would feel just as comfortable with a supervisor from an ethnic minority background as I do with an Anglo-Saxon supervisor. (10)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6.2 Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

Q6.3 Thinking about the Queensland Police Service, please indicate your level of agreement with the following statements. Note that by "work colleagues" we mean fellow police recruits or police officers.

	Strongly disagree (1)	Disagree (2)	Neither disagree nor agree (3)	Agree (4)	Strongly Agree (5)
It does not bother me if some preferential hiring goes on because we need more of a mix in this organisation. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am against hiring by quotas, even when done out of necessity. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know many more qualified Anglo-Saxon males who should have been admitted to the police service instead of some of the minorities that have been admitted. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We would have a more creative work environment if more women and ethnic minorities were hired. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel it is wrong for an organisation to have two sets of test scores for ethnic minorities and non-minorities, even when the test is somewhat biased. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Some of the police recruits were hired	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

because they are women. (6)					
I feel that increasing the hiring of women and ethnic minorities can only help this organisation. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Some of my work colleagues were only hired because they are minorities. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6.4 Thinking about your time at the Queensland Police Service so far, please indicate your level of agreement with the following statements.

	Strongly disagree (1)	Disagree (2)	Neither disagree nor agree (3)	Agree (4)	Strongly agree (5)
The most qualified police recruits seem to be male. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find that minority police recruits seem to be less qualified on average. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Minority police recruits have a greater degree of difficulty getting along with others. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If a fellow police recruit were prejudiced, he or she would be less likely to fit in. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If a fellow police recruit were prejudiced, I would confront that person and let him or her know my disapproval. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fellow recruits who are prejudiced have no place in this organisation. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not feel comfortable with fellow police recruits who are prejudiced. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6.5 Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

Q7.1 In this section, we ask you about your views of the work environment at the Queensland Police Service. Please base your responses on your experience with the Queensland Police Service so far.

Q7.2 Consider this list of behaviours. How acceptable would it be for an employee of the Queensland Police Service to engage in one of these behaviours?

	Never acceptable (1)	Rarely acceptable (2)	Sometimes acceptable (3)	Always acceptable (4)	Don't know (5)
Using racist language to insult or abuse a work colleague. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using racist language to describe a work colleague. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Telling a racist joke. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using sexist language to insult or abuse a work colleague. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using sexist language to describe a work colleague. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Telling a sexist joke. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7.3 How would you react if an employee of the Queensland Police Service engaged in one of the following behaviours?

	It wouldn't bother you (1)	You'd feel a bit uncomfortable, but not say or do anything (2)	You'd say or do something to show you didn't approve (3)	Don't know (4)
Used racist language to insult or abuse a work colleague. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used racist language to describe a work colleague. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Told a racist joke. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used sexist language to insult or abuse a work colleague. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used sexist language to describe a work colleague. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Told a sexist joke. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7.4 How acceptable would it be for an employee of the Queensland Police Service to take the racial or ethnic background of an individual into account when:

	Never acceptable (1)	Rarely acceptable (2)	Sometimes acceptable (3)	Always acceptable (4)	Don't know (5)
Making recruitment decisions? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allocating duties? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inviting people to work-related social events? (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining rates of pay? (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7.5 How would you react if an employee of the Queensland Police Service took the racial or ethnic background of an individual into account when:

	It wouldn't bother you (1)	You'd feel a bit uncomfortable, but not say or do anything (2)	You'd say or do something to show you didn't approve (3)	Don't know (4)
Making recruitment decisions? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allocating duties? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inviting people to work-related social events? (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining rates of pay? (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7.6 How acceptable would it be for an employee of the Queensland Police Service to take the gender of an individual into account when:

	Never acceptable (1)	Rarely acceptable (2)	Sometimes acceptable (3)	Always acceptable (4)	Don't know (5)
Making recruitment decisions? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allocating duties? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inviting people to work-related social events? (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining rates of pay? (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7.7 How would you react if an employee of the Queensland Police Service took the gender of an individual into account when:

	It wouldn't bother you (1)	You'd feel a bit uncomfortable, but not say or do anything (2)	You'd say or do something to show you didn't approve (3)	Don't know (4)
Making recruitment decisions? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allocating duties? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inviting people to work-related social events? (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining rates of pay? (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7.8 How confident are you that you would know what to do or say, if an employee at the Queensland Police Service came to you with evidence of repeatedly being treated unfairly because of their:

	Not at all confident (1)	Not very confident (2)	Somewhat confident (3)	Very confident (4)	Don't know (5)
Racial or ethnic background? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7.9 How confident are you that the Queensland Police Service would take the matter seriously, if they became aware of a workplace policy or program that treated people unfairly because of their:

	Not at all confident (1)	Not very confident (2)	Somewhat confident (3)	Very confident (4)	Don't know (5)
Racial or ethnic background? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7.10 Please tell us how many of your work colleagues (recall that "work colleagues" refers to fellow police recruits and police officers) at the Queensland Police Service would support you if you took action against a workplace policy or program that treated people unfairly because of their:

	None of your colleagues (1)	A few of your colleagues (2)	Some of your colleagues (3)	Most of your colleagues (4)	All of your colleagues (5)	Don't know (6)
Racial or ethnic background? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7.11 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

Q8.1 In this section, we ask you to consider three scenarios. We will then ask you some questions about each scenario. Please stay with us, after these scenario's there is only one section of the survey to go.

Q9.1 You are sitting at the front enquiry counter at the Mt Gravatt police station. You are busy writing up a report, and talking quietly, with your work colleague, Sally. Three members of the public are present in the waiting room of the station. A man walks into the waiting room, talking loudly on this mobile phone in a language that is not familiar to you. Others in the waiting room appear uneasy with his loud conversation. Your colleague, Sally, turns to you quietly and says out of earshot from the others in the room: "He could at least learn to speak English." The man on the mobile phone turns toward you and you can tell he has overheard Sally's comment.

Q9.2 1. How do you respond? Please rank the 7 responses below in order by typing a number into each box, where 1 is your most likely response and 7 is your least likely response. Each box should contain a different number.

- _____ Apologise to the man (1)
- _____ Tell Sally her comment is inappropriate (2)
- _____ Ignore Sally's comment (4)
- _____ Unsure how you would respond (5)
- _____ Agree with Sally (6)
- _____ Tell the man to stop talking loudly (7)
- _____ Other (please specify): (8)

Q9.3 2. How do you feel toward Sally? Please rank the 7 feelings below in order by typing a number into each box, where 1 is how you would most likely be feeling and 7 is how you would least likely be feeling. Each box should contain a different number.

- _____ Compassionate (1)
- _____ Amused (2)
- _____ Offended (3)
- _____ Annoyed (4)
- _____ Indifferent (5)
- _____ Unsure how you feel (6)
- _____ Other (please specify): (7)

Q9.4 3. How do you think the man feels toward Sally? Please rank the 7 feelings below in order by typing a number into each box, where 1 is how the man would most likely be feeling and 7 is how the man would least likely be feeling. Each box should contain a different number.

- _____ Compassionate (1)
- _____ Amused (2)
- _____ Offended (3)
- _____ Annoyed (4)
- _____ Indifferent (5)
- _____ Unsure how the man feels (6)
- _____ Other (please specify): (7)

Q9.5 4. Would you report this incident to your supervisor?

- ☐ Yes (1)
- ☐ No (2)

Q9.6 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

Q10.1 You are attending a squad meeting at the office. Your boss takes some time to talk about some promotions that have recently taken place within the Queensland Police Service. A female career officer, who a lot of people don't particularly like, has been appointed as a new Assistant Commissioner. She is seen as a fair but tough boss to work for. Your colleague Luke makes a smart remark to you after the meeting, something about the Queensland Police Service having a female quota on promotions to senior ranks.

Q10.2 1. How do you respond? Please rank the 7 responses below in order by typing a number into each box, where 1 is your most likely response and 7 is your least likely response. Each box should contain a different number.

- _____ Stick up for the Assistant Commissioner (1)
- _____ Tell Luke his comment is inappropriate (2)
- _____ Laugh (3)
- _____ Agree with Luke (4)
- _____ Ignore Luke's comment (5)
- _____ Unsure how you would respond (6)
- _____ Other (please specify): (7)

Q10.3 2. How do you feel toward Luke? Please rank the 7 feelings below in order, where 1 is your how you would most likely be feeling and 7 is how you would least likely be feeling. Each box should contain a different number.

- _____ Compassionate (1)
- _____ Amused (2)
- _____ Offended (3)
- _____ Annoyed (4)
- _____ Indifferent (5)
- _____ Unsure how you feel (6)
- _____ Other (please specify): (7)

Q10.4 3. How do you think the new female Assistant Commissioner would feel toward Luke if she overheard Luke's comment? Please rank the 7 feelings below in order by typing a number into each box, where 1 is how the Assistant Commissioner would most likely be feeling and 7 is how the Assistant Commissioner would least likely be feeling. Each box should contain a different number.

- _____ Compassionate (1)
- _____ Amused (2)
- _____ Offended (3)
- _____ Annoyed (4)
- _____ Indifferent (5)
- _____ Unsure how she would feel (6)
- _____ Other (please specify): (7)

Q10.5 4. Would you report this incident to your supervisor?

- ☐ Yes (1)
- ☐ No (2)

Q10.6 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

Q11.1 The Queensland Police Service has invested significant funds over recent years to train Cross Cultural Liaison officers. These are non-sworn officers whose role is to improve relationships between the Queensland Police Service and Indigenous/multicultural communities. Sam is an Indigenous Cross Cultural Liaison officer who is fairly new to the role. He is out of the office a lot of the time in his role. Sam walks into the office one particularly busy operational day. Fred, the Duty Roster Sergeant, is in a particularly stressed mood. He makes, what he thinks, is a small joke, saying to Sam: "Nice to have you back in the office after your walkabout." You are in the office and you overhear the Duty Roster Sergeant's comment.

Q11.2 1. How do you respond? Please rank the 7 responses below in order by typing a number into each box, where 1 is your most likely response and 7 is your least likely response. Each box should contain a different number.

- _____ Laugh (1)
- _____ Respond with another joke (2)
- _____ Tell the Duty Roster Sergeant his comment is inappropriate (3)
- _____ Apologise to Sam (4)
- _____ Ignore the comment (5)
- _____ Unsure how you would respond (6)
- _____ Other (please specify): (7)

Q11.3 2. How do you feel toward the Duty Roster Sergeant? Please rank the 7 feelings below in order by typing a number into each box, where 1 is how you would most likely be feeling and 7 is how you would least likely be feeling. Each box should contain a different number.

- _____ Compassionate (1)
- _____ Amused (2)
- _____ Offended (3)
- _____ Annoyed (4)
- _____ Indifferent (5)
- _____ Unsure how you feel (6)
- _____ Other (please specify): (7)

Q11.4 3. How do you think Sam feels toward the Duty Roster Sergeant? Please rank the 7 feelings below in order by typing a number into each box, where 1 is how Sam would most likely be feeling and 7 is how Sam would least likely be feeling. Each box should contain a different number.

- _____ Compassionate (1)
- _____ Amused (3)
- _____ Offended (4)
- _____ Annoyed (6)
- _____ Indifferent (7)
- _____ Unsure how Sam feels (8)
- _____ Other (please specify): (10)

Q11.5 4. Would you report this incident to your supervisor?

- ☐ Yes (1)
- ☐ No (2)

Q11.6 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

Q12.1 In this section, we ask you to report on your personal characteristics.

Q12.2 Are you male or female?

- ☐ Male (1)
- ☐ Female (2)

Q12.3 What year were you born?

- ☐ 1997 (1)
- ☐ 1996 (2)
- ☐ 1995 (3)
- ☐ 1994 (4)
- ☐ 1993 (5)
- ☐ 1992 (6)
- ☐ 1991 (7)
- ☐ 1990 (8)
- ☐ 1989 (9)
- ☐ 1988 (10)
- ☐ 1987 (11)
- ☐ 1986 (12)
- ☐ 1985 (13)
- ☐ 1984 (14)
- ☐ 1983 (15)
- ☐ 1982 (16)
- ☐ 1981 (17)
- ☐ 1980 (18)
- ☐ 1979 (19)
- ☐ 1978 (20)
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- ☐ 1976 (22)
- ☐ 1975 (23)
- ☐ 1974 (24)
- ☐ 1973 (25)
- ☐ 1972 (26)
- ☐ 1971 (27)
- ☐ 1970 (28)
- ☐ 1969 (29)
- ☐ 1968 (30)
- ☐ 1967 (31)
- ☐ 1966 (32)
- ☐ 1965 (33)
- ☐ 1964 (34)
- ☐ 1963 (35)
- ☐ 1962 (36)
- ☐ 1961 (37)
- ☐ 1960 (38)
- ☐ 1959 (39)
- ☐ 1958 (40)
- ☐ 1957 (41)
- ☐ 1956 (42)
- ☐ 1955 (43)
- ☐ 1954 (44)
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- 1930 (68)
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- 1925 (73)
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- 1922 (76)
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- 1919 (79)
- 1918 (80)
- 1917 (81)
- 1916 (82)
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- 1914 (84)
- 1913 (85)
- 1912 (86)
- 1911 (87)
- 1910 (88)
- 1909 (89)
- 1908 (90)
- 1907 (91)
- 1906 (92)
- 1905 (93)
- 1904 (94)
- 1903 (95)

- ☐ 1902 (96)
- ☐ 1901 (97)
- ☐ 1900 (98)
- ☐ 1899 (99)

Q12.4 Were you born in Australia?

- ☐ Yes (1)
- ☐ No (2)

If Yes Is Selected, Then Skip To What is your religion?

Q12.5 When did you arrive in Australia to live?

- ☐ 2015 (1)
- ☐ 2014 (2)
- ☐ 2013 (3)
- ☐ 2012 (4)
- ☐ 2011 (5)
- ☐ 2010 (6)
- ☐ 2009 (7)
- ☐ 2008 (8)
- ☐ 2007 (9)
- ☐ 2006 (10)
- ☐ 2005 (11)
- ☐ 2004 (12)
- ☐ 2003 (13)
- ☐ 2002 (14)
- ☐ 2001 (15)
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- 1909 (107)
- 1908 (108)
- 1907 (109)
- 1906 (110)
- 1905 (111)
- 1904 (112)
- 1903 (113)
- 1902 (114)
- 1901 (115)
- 1900 (116)

Q12.6 In what country were you born?

- ☐ Afghanistan (1)
- ☐ Albania (2)
- ☐ Algeria (3)
- ☐ Andorra (4)
- ☐ Angola (5)
- ☐ Antigua and Barbuda (6)
- ☐ Argentina (7)
- ☐ Armenia (8)
- ☐ Australia (9)
- ☐ Austria (10)
- ☐ Azerbaijan (11)
- ☐ Bahamas (12)
- ☐ Bahrain (13)
- ☐ Bangladesh (14)
- ☐ Barbados (15)
- ☐ Belarus (16)
- ☐ Belgium (17)
- ☐ Belize (18)
- ☐ Benin (19)
- ☐ Bhutan (20)
- ☐ Bolivia (21)
- ☐ Bosnia and Herzegovina (22)
- ☐ Botswana (23)
- ☐ Brazil (24)
- ☐ Brunei Darussalam (25)
- ☐ Bulgaria (26)
- ☐ Burkina Faso (27)
- ☐ Burundi (28)
- ☐ Cambodia (29)
- ☐ Cameroon (30)
- ☐ Canada (31)
- ☐ Cape Verde (32)
- ☐ Central African Republic (33)
- ☐ Chad (34)
- ☐ Chile (35)
- ☐ China (36)
- ☐ Colombia (37)
- ☐ Comoros (38)
- ☐ Congo, Republic of the... (39)
- ☐ Costa Rica (40)
- ☐ Côte d'Ivoire (41)
- ☐ Croatia (42)
- ☐ Cuba (43)
- ☐ Cyprus (44)
- ☐ Czech Republic (45)
- ☐ Democratic People's Republic of Korea (46)
- ☐ Democratic Republic of the Congo (47)

- Denmark (48)
- Djibouti (49)
- Dominica (50)
- Dominican Republic (51)
- Ecuador (52)
- Egypt (53)
- El Salvador (54)
- Equatorial Guinea (55)
- Eritrea (56)
- Estonia (57)
- Ethiopia (58)
- Fiji (59)
- Finland (60)
- France (61)
- Gabon (62)
- Gambia (63)
- Georgia (64)
- Germany (65)
- Ghana (66)
- Greece (67)
- Grenada (68)
- Guatemala (69)
- Guinea (70)
- Guinea-Bissau (71)
- Guyana (72)
- Haiti (73)
- Honduras (74)
- Hong Kong (S.A.R.) (75)
- Hungary (76)
- Iceland (77)
- India (78)
- Indonesia (79)
- Iran, Islamic Republic of... (80)
- Iraq (81)
- Ireland (82)
- Israel (83)
- Italy (84)
- Jamaica (85)
- Japan (86)
- Jordan (87)
- Kazakhstan (88)
- Kenya (89)
- Kiribati (90)
- Kuwait (91)
- Kyrgyzstan (92)
- Lao People's Democratic Republic (93)
- Latvia (94)
- Lebanon (95)

- Lesotho (96)
- Liberia (97)
- Libyan Arab Jamahiriya (98)
- Liechtenstein (99)
- Lithuania (100)
- Luxembourg (101)
- Madagascar (102)
- Malawi (103)
- Malaysia (104)
- Maldives (105)
- Mali (106)
- Malta (107)
- Marshall Islands (108)
- Mauritania (109)
- Mauritius (110)
- Mexico (111)
- Micronesia, Federated States of... (112)
- Monaco (113)
- Mongolia (114)
- Montenegro (115)
- Morocco (116)
- Mozambique (117)
- Myanmar (118)
- Namibia (119)
- Nauru (120)
- Nepal (121)
- Netherlands (122)
- New Zealand (123)
- Nicaragua (124)
- Niger (125)
- Nigeria (126)
- Norway (127)
- Oman (128)
- Pakistan (129)
- Palau (130)
- Panama (131)
- Papua New Guinea (132)
- Paraguay (133)
- Peru (134)
- Philippines (135)
- Poland (136)
- Portugal (137)
- Qatar (138)
- Republic of Korea (139)
- Republic of Moldova (140)
- Romania (141)
- Russian Federation (142)
- Rwanda (143)

- Saint Kitts and Nevis (144)
- Saint Lucia (145)
- Saint Vincent and the Grenadines (146)
- Samoa (147)
- San Marino (148)
- Sao Tome and Principe (149)
- Saudi Arabia (150)
- Senegal (151)
- Serbia (152)
- Seychelles (153)
- Sierra Leone (154)
- Singapore (155)
- Slovakia (156)
- Slovenia (157)
- Solomon Islands (158)
- Somalia (159)
- South Africa (160)
- Spain (161)
- Sri Lanka (162)
- Sudan (163)
- Suriname (164)
- Swaziland (165)
- Sweden (166)
- Switzerland (167)
- Syrian Arab Republic (168)
- Tajikistan (169)
- Thailand (170)
- The former Yugoslav Republic of Macedonia (171)
- Timor-Leste (172)
- Togo (173)
- Tonga (174)
- Trinidad and Tobago (175)
- Tunisia (176)
- Turkey (177)
- Turkmenistan (178)
- Tuvalu (179)
- Uganda (180)
- Ukraine (181)
- United Arab Emirates (182)
- United Kingdom of Great Britain and Northern Ireland (183)
- United Republic of Tanzania (184)
- United States of America (185)
- Uruguay (186)
- Uzbekistan (187)
- Vanuatu (188)
- Venezuela, Bolivarian Republic of... (189)
- Viet Nam (190)
- Yemen (191)

- ☐ Zambia (192)
- ☐ Zimbabwe (193)

Q12.7 Do you usually speak a language other than English at home?

- ☐ Yes (please specify): (1) _____
- ☐ No (2)

Q12.8 Do you identify yourself as an Aboriginal or Torres Strait Islander?

- ☐ Yes – Aboriginal (1)
- ☐ Yes – Torres Strait Islander (2)
- ☐ Yes – Both (3)
- ☐ No (4)

Q12.9 What is your religion?

- ☐ Buddhism (1)
- ☐ Christianity (2)
- ☐ Hinduism (3)
- ☐ Islam (4)
- ☐ Judaism (5)
- ☐ No Religion (6)
- ☐ Other Religion (please specify) (7) _____

Q12.10 What is your marital status?

- ☐ Never married (1)
- ☐ Married (2)
- ☐ Other 'live-in' relationship (de facto) (3)
- ☐ Separated but not divorced (4)
- ☐ Divorced (5)
- ☐ Widowed (6)

Q12.11 What is your highest educational achievement?

- ☐ Postgraduate qualifications (1)
- ☐ A university or college degree (2)
- ☐ A trade, technical certificate or diploma (3)
- ☐ Completed senior high school (4)
- ☐ Completed junior high school (5)
- ☐ Primary school (6)
- ☐ No schooling (7)

Q12.12 Prior to entry into the Queensland Police Service, were you previously employed?

- ☐ Yes (1)
- ☐ No (2)

If No Is Selected, Then Skip To End of Survey

Q12.13 Describe your most recent previous occupation:

Q12.14 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)