

Building Diversity: Understanding the Factors that Influence Māori to join Police

A report prepared by

**Nan Wehipeihana, Elizabeth Fisher,
Kellie Spee and Kataraina Pipi
Research Evaluation Consultancy Limited**

Research Evaluation
Consultancy Limited

2010



Disclaimer

The information in this report is presented in good faith using the information gained through interviews with research participants. It is provided on the basis that the authors of this document are not liable to any person or organisation for any damage or loss, which may occur in relation to taking or not taking action in respect of any information or advice within this report.

Published in February 2010 by the
New Zealand Police
PO Box 3017
Wellington
New Zealand

© Crown Copyright

ISBN 978-0-477-10318-3

Contents

Acknowledgments	5
Executive summary	7
1 Equity and diversity in the New Zealand Police workforce	11
Introduction	11
Background	11
Achieving a diverse workforce	13
Māori workforce targets	13
Research context	15
2 The journey to joining Police	19
Factors that attract Māori to join Police	19
Barriers to joining Police	26
Factors that facilitate Māori to join Police	35
Key determinants that shape motivations to join Police	40
3 Māori targeted recruitment initiatives	43
NZP Māori recruitment initiatives	43
Te Haerenga (The Journey)	44
Understanding the decision making process	45
Feedback on Te Haerenga	48
Feedback on 'other' recruitment initiatives	52
4 Levers for change	55
Suggested improvements to Police initiatives and process for recruiting Māori	55
Recruitment suggestions	56
Support suggestions	58
System level levers	64
5 References	69
6 Interview guides	71
Interview guide: Recruit	71
Interview guide: NZP ILO	75
Interview guide: NZP RO	77

Tables

Table 1: Māori sworn staff workforce targets	13
Table 2: Sworn recruits beginning at RNZPC	14
Table 3: Research sample by interview type	16
Table 4: Research sample by interview region	17

Figures

Figure 1: Māori as a percentage of Police workforce 2000–2008	14
Figure 2: Factors that attract Māori to apply to and join Police	19
Figure 3: Stages of change model	45
Figure 4: Push/pull factors in the recruitment journey of Māori to join Police	46

Acknowledgments

Ngā maioha nui ki te hunga tautoko e awhi nei i te rangahau. Tēnā koutou, tēnā koutou, tēnā koutou katoa.

Our sincere thanks to the NZ Police personnel who participated in this research. Our knowledge and understanding of recruiting and supporting Māori into NZ Police has been enriched by your contribution.

Executive summary

A long established principle is that the police service ought to mirror the ethnic profile of the wider population in order to secure and maintain public confidence and police legitimacy. A key goal for New Zealand Police (NZP) is to achieve equity and diversity in their workforce. This research focuses on exploring factors that influence Māori to apply to and join Police.

The objectives of the research were to:

- Identify factors that influence Māori recruits to apply to, and join, Police (focusing on attractants and facilitators, while also noting barriers).
- Explore the role of Police Māori recruitment initiatives (including Te Haerenga) in attracting Māori to join the Police.
- Identify improvements that could be made to Police initiatives and processes for recruiting Māori.

A total of 37 interviews were undertaken with recent recruits (18), recruitment officers and managers (5), iwi liaison officers (8) and six with personnel based at Police National Headquarters from human resources, recruitment and Māori, Pacific and ethnic services. The majority of interviews (34 of 37) were conducted face-to-face in three main areas; Auckland, Wellington and the Bay of Plenty. Interviews were undertaken between 25 May and 5 June 2009 by a mainly Māori research team.

What factors attract Māori to join Police?

There are many factors that attract Māori to join Police. The overriding motivation for many¹ recruits however, is a passionate desire to serve Māori and to create positive change in their community, in Police interactions with Māori and particularly with rangatahi (Māori youth).

Cultural motivations for many recruits underpin an ethic of service to Māori, to their community and especially to rangatahi. Being Māori, and making a difference as Māori, is at the heart of Māori aspirations to join Police for many recruits interviewed as part of this research.

Māori also join Police for many reasons similar to non-Māori.

- At a physical level there is the attraction of an active, outdoor, not desk bound position.
- At a rational level there is the attraction of salary and benefits, job security, skills training and having variety in the job. Policing is seen as a career, a mostly respected occupation that provides good opportunities for personal growth as well as professional development.
- At an emotive level, the excitement, challenge and stimulation of the role are frequently mentioned. Camaraderie of the role and the perception of the Police as being important also attract Māori to join. In addition, policing is seen as a helping profession. Providing a service to the community and building relationships, particularly with Māori, are key drivers.

¹ Thirteen of the 17 Māori recruits interviewed mentioned cultural factors as a key driver/s for joining Police.

What are the barriers to Māori joining the Police?

The main barriers identified as part of this research are poor or negative perceptions of Police, lack of knowledge about the nature and extent of policing, lack of relevance and connection to policing as a career, lack of confidence to apply. Once in the system, lack of support at all stages in the recruitment process is a critical barrier.

What factors facilitate Māori to join Police?

Facilitators strengthen, enhance and leverage off attractants and mitigate or downplay barriers to joining Police.

Key facilitators identified in this research were:

- Perceptions of Police.
- Encouragement and support from whānau and friends.
- Encouragement and support from a Police officer.
- Career guidance and pre-entry courses.

What role do Māori specific recruitment initiatives play in attracting Māori to join the Police?

This research identified only two Māori specific recruitment initiatives; Te Haerenga and regional Māori seminars.

Te Haerenga successfully generated 360 registrations of interest, however, this has translated into few actual recruits. Whilst disappointing, this is not a surprising result given the lack of a structured process to manage and follow up enquiries, and the complex array of factors that impact on decision-making and successful progression through the recruitment process.

Te Haerenga is reported as making a significant contribution to improving Māori and community perceptions of Police. Te Haerenga is said to: build connection and relevance to policing by showcasing Māori officers as role models; tap into Māori cultural motivations by showing Police as a place to be of service to Māori; and convey a clear message that there is a valued, and valuable, place for Māori in Police.

There are some limitations to the findings on Te Haerenga as it is based on a small number of interviews (16 of 37). Iwi /Māori and community perceptions of Te Haerenga are as reported by the 16 respondents who provided feedback on Te Haerenga and not from community and whānau attendees directly.

Despite these research limitations, this research suggests that Te Haerenga is a story of unfulfilled potential. The latent potential of Te Haerenga, its ability to generate Māori interest in Policing and to make policing a personal, relevant and desirable occupation to Māori and their whānau, has not been fully realised.

With the exception of Te Haerenga, no other Māori-specific, culturally based recruitment initiatives were identified in this research. Implementation of Te Haerenga (or an equivalent) as part of a national Māori recruitment strategy with improved marketing and administrative systems warrants further consideration.

What changes to Police recruitment initiatives and processes would facilitate the recruitment of Māori?

There are two areas that provide a focus for achieving the equity and diversity workforce goals of NZP in relation to Māori:

- Recruitment, increasing the number of Māori who apply to join Police.
- Support, increasing the number of Māori graduates from RNZPC (by retaining Māori in the recruitment process through to graduation).

Recruitment

The Recruitment Console project currently being progressed by NZP responds to an organisational need for an improved information system to track the progress of all applicants particularly Māori and other priority groups over time and to guide and inform recruitment and retention strategies. It will be an important tool for monitoring and supporting applicants through the recruitment process.

A continued focus on improving Māori perceptions of Police is seen as critical to breaking down barriers. The use of culturally based initiatives, such as Te Haerenga, as part of a national Māori recruitment strategy, shows promise as a recruitment initiative and as a vehicle to improve Māori perceptions of Police and policing.

Explore recruitment partnerships with iwi. There is a genuine interest in exploring recruitment relationships with iwi. There is also concern about the ability of the Police to appropriately support Māori through the recruitment process. Any work with iwi, therefore, will need to focus on both the recruitment and support/retention side of the equation.

Other suggestions include: changes to NZP communications, working with schools, Māori Police teams participating in sporting, cultural and community events (in addition to a recruitment presence); and Māori Police Officers having recruitment 'obligations' or targets.

Support

Māori are seeking a more personalised, welcoming and supportive environment throughout the recruitment process. Detailed suggestions in relation to changes to NZP communications and processes (pamphlets, website, seminars, pre-entry courses, scoping and Police College) are outlined in section 4. Other suggestions include mentoring by Māori Police officers and the facilitation of Māori (and non-Māori) support groups.

Duration of the recruitment process and time on the waiting lists are key barriers to Māori staying in the recruitment process. Police are progressing some system and technical changes to enable active management of the candidate pool (all eligible recruits on the waiting lists) at a national level.

Organisational commitment to the achievement of equity and diversity goals

The current 'stable' Police workforce, and the oversupply of candidates including Māori, provides a real opportunity to make significant progress on the achievement of Māori recruitment targets, organisational goals of equity and diversity of the Police workforce, and to change the 'face' of New Zealand Police to reflect the communities it serves.

This requires an organisational commitment to prioritise Māori, Pacific and other ethnic groups in the recruitment process over non-Māori and for this to be translated into clear messages for Recruitment Officers and Managers about how this is to be put into practice. It also requires NZP to develop rationale that clearly differentiates all applicants on the basis of their 'value' to the organisation and to determine where in the mix Māori applicants fit, as part of an organisational prioritisation process.

Further, such a process will need to be driven and tangibly endorsed by senior management in NZP. Without leadership and commitment from senior managers at all levels of NZP, achievement of Māori recruitment targets and organisational equity and workforce diversity goals will flounder.

1 Equity and diversity in the New Zealand Police workforce

Introduction

The principle that the Police service ought to mirror the ethnic profile of the wider population in order to secure and maintain public confidence and Police legitimacy, is long established. A key goal for New Zealand Police (NZ Police) is to achieve equity and diversity in their workforce.

This research contributes to a programme of research on the barriers to recruitment of Māori, Pacific, other ethnic groups and women to the Police and ways to enhance the diversity of the Police workforce so that it better reflects the New Zealand population. The focus of this research is to explore factors that influence Māori to apply to and join Police.

Background

A recent literature review commissioned by Police (Mossman, Mayhew, Rowe, & Jordan, 2008) reported that for “young people from Māori and ethnic minorities, deciding whether to enter the Police service will be influenced by dominant ethnic attitudes as well as their own career aspirations” (p. 12).

Perceptions of policing as a career

The literature review reports, “that perceptions of a career in policing are broadly shared by potential applicants whatever their ethnicity (Stone & Tuffin, 2000) and are shaped by factors such as pay and pensions, conditions of employment and opportunities for excitement; and risk of violence on the negative side” (Mossman et al., 2008, p. 56).

Two factors, however, are reported as influencing career choice more strongly for Māori and ethnic minorities; helping their own communities (Ho et al., 2006 & Jaeger and Vitalis, 2005) and being ‘agents of change’ (Drew et al., 1999).

Mossman et al. (2008) suggest that that these two factors – helping their own communities and being agents of change – might explain why Māori have continued to join the Police, despite research showing “that Māori have a strong distrust of the Police and feel that Police have anti-Māori attitudes and practices” (p. 57).

The literature cautions on generalising about a single ethnic minority perspective on policing issues. Different ethnic groups have similar and different perspectives about Police and policing as a career and the term ‘internally differentiated’ is used to describe the differences between various ethnic groups.

A similar caution is warranted with respect to Māori. Ngā matatini Māori literally means the many faces of Māori, and Durie (1995) uses the term to refer to the diverse realities of Māori. Some speak te reo Māori (the Māori language) and some do not. Some have a strong cultural identity and some do not. Some have a depth of knowledge of tikanga Māori (cultural practices) and some none at all. Some identify strongly as urban Māori and some retain strong tribal linkages. Whilst Māori now live longer, they are an increasingly younger population. That far from being a homogenous group, Māori are diverse (internally differentiated).

Ngā matatini Māori therefore means that on the one hand, Māori aspirations for self determination have resulted in a strong drive for retention and reclamation of Māori identity – te reo Māori and tikanga Māori have been mechanisms to stem the loss of identity and to withstand social pressures to be subsumed within notions of multiculturalism. On the other hand, Ngā matatini Māori is also about acknowledging the diversity of what it means to be Māori, namely that not all Māori are culturally, socially or linguistically conversant or confident.

In summary, three factors emerge from the literature as important influences for Māori when considering policing as a career option:

- First, the way in which Māori view a career in policing is not wholly distinct from that of others.
- Second, two factors influence perceptions more strongly than others. Wanting to help their own communities and wanting to act as ‘agents-of-change’, particularly within settings or contexts where relationships between Police and the community are hostile.
- Third, the diverse realities of Māori mean that a range of recruitment strategies will be needed.

Barriers to recruitment of Māori

The main barriers to the recruitment of Māori identified in the literature include: lack of knowledge of policing; having few or no personal contacts with Police through family and friends; physical requirements; lack of knowledge of support available to help potential recruits meet the relevant standards, the cultural bias of some tests and racist Police culture (Mossman et al., 2008).

The Cerno (2007) report concluded that cultural bias of some tests appears to be less of an issue in NZ than in other countries and that most current entry standards are appropriate and, in the main, robustly linked to operational demands. There were however some concerns about the current applicability of the Physical Appraisal Tests (PAT) and the Physical Competency Test (PCT).

There are mixed views reported in the literature (Mossman et al, 2008) about the extent to which perceptions of the Police environment, as being racist impacts on recruitment. Whilst there was some reporting of officers having experienced racism in the workplace, other studies have suggested that ethnic minorities do not perceive a problem of racism in NZ Police. “It is unclear from both the NZ and international literature, then, what the relationship is between ethnicity, perceptions of the Police service, and recruitment patterns” (Mossman et al., 2008, p. 57).

There are some indications that Māori perceptions of Police are improving. In the most recent New Zealand Crime and Safety Survey (Mayhew and Reilly, 2007) Māori rated Police as doing a better job than judges, the prison service, probation officers and lawyers; only juries were rated higher than Police.

Achieving a diverse workforce

Achieving a diverse workforce that reflects the ethnic profile of the wider population has been a particular focus in a number of countries including Australia, Canada, the United Kingdom and the United States of America (Mossman et al., 2008).

Equity and diversity of the Police workforce is a priority goal for NZ Police and is variously evident in a number of Police strategy and operational documents². Pursuit of this goal is also supported by the Māori Responsiveness Strategy: Haere Whakamua (Moving Forward), the Police Ethnic Strategy: Towards 2010 and the District Equity and Diversity Strategy³ “and there has been a concerted effort to implement a number of strategies to achieve such a workforce” (Mossman et al. 2008, p. 16).

Equity and diversity strategies

Police have implemented a range of recruitment strategies designed to attract women, Māori, Pasifika and, Asian peoples as well as other ethnic minority groups. For example:

- Development of direct marketing material, press advertisements, posters and brochures for specific target groups.
- Police recruitment presence at major public events including Girls Day Out, Big Day Out, Ethnic Soccer Tournament, Chinese Lantern Festival, Pasifika, Parachute, and the Chinese Youth Festival.
- Te Haerenga Māori, a recruitment ‘roadshow’ targeting Māori.
- Television sponsorship targeting women.
- Mandarin-speaking officers were used in advertising and press releases.
- Profiles of female officers were developed for promotional and public relations use in magazines (New Zealand Police, 2008a).

Māori workforce targets

The People in Policing HR Strategy (NZ Police, 2001) established targets for sworn staff; that by 2005, 12.5% should be Māori and 7% Pacific peoples. The following table outlines the targets for Māori sworn staff set in 2001.

Table 1: Māori sworn staff workforce targets⁴

Targets	30/06/02	2005 Benchmark	2010
Māori	11.8%	12.5%	18.0%

Following on from this targets relating to recruits were also set, with a target of 20-23% for Māori, 10-15% for Pacific peoples and 5-10% for Asians.

² See for example, New Zealand Police. (2007). *New Zealand Police Annual Report 2006/07*; New Zealand Police. (2006). *Policing with Confidence, the New Zealand Way: Strategic Plan to 2010*; Bazley, M. (2007). *Report of the Commission of Inquiry into Police Conduct*.

³ See NZ Police Annual Reports 2006/07, 2007/08 and 2008/09.

⁴ Source: Police 2001 % Year Human Resource Strategy to 2006 cited in Haumaha (n.d.) Māori , Pacific & Ethnic Services Recruitment Plan: Te Haerenga (The Journey) 2007

Māori recruitment initiatives

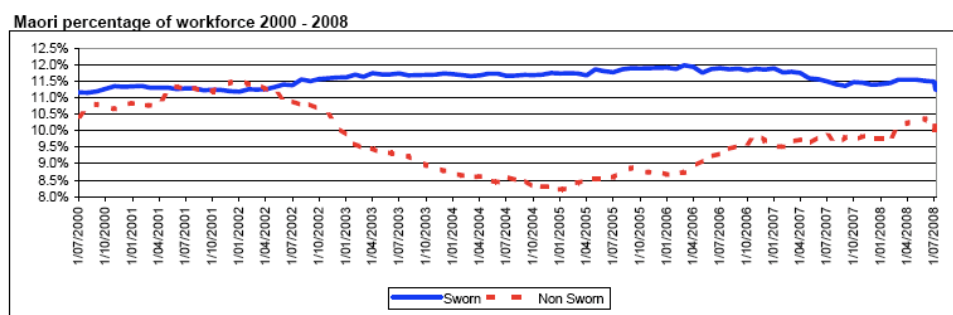
NZ Police has implemented a number of strategies to achieve a more diverse workforce (Mossman et al, 2008; New Zealand Police, 2008a). The Māori specific strategies include:

- Sponsorship of community based radio and TV shows on Māori channels.
- Use of Māori role models in advertising, and placement of advertising according to media consumed by Māori (TV, Radio, online).
- Production of Māori-specific resources/promotional material and presence at Māori-specific events.
- Utilisation of Iwi Liaison Officers.
- Implemented support strategies such as the provision of advice on physical fitness and completion of the academic tests.

“The Police also targeted potential recruits at Māori schools, facilities and wananga using traditional tikanga Māori concepts as well as presenting Māori officers as role models” (and) “in partnership with polytechnics and more recently Wananga, NZ Police have introduced pre-recruitment courses to improve potential applicants’ academic and physical skills. As a result of the courses, 55 additional Māori and Pacific peoples have become Police Officers” (New Zealand Police, 2008a, p. 83).

Despite these initiatives there has been little movement in the proportion of Māori sworn staff in the Police workforce. From 2000 to 2008, Māori sworn staff as a proportion of all Police sworn staff was relatively unchanged at 11% to 12% as illustrated in the following graph.

Figure 1: Māori as a percentage of Police workforce 2000–2008⁵



A similar picture is reflected in the ethnic breakdown of sworn recruits commencing training at RNZPC for the 12 months to June 2007 and June 2008.

Table 2: Sworn recruits beginning at RNZPC⁶

Ethnicity	Māori	Pacific	Asian
12 months to June 2008	12.4%	7.0%	5.9%
12 months to June 2007	11.1%	3.6%	2.5%

⁵ Source: Data supplied by NZ Police, August 2009

⁶ Source: Police 2001 % Year Human Resource Strategy to 2006 cited in Haumaha (n.d.) Māori, Pacific & Ethnic Services Recruitment Plan: Te Haerenga (The Journey) 2007

Not meeting the Māori recruitment targets (20-23%) accounts for some of the lack of progress towards meeting the overall Police Māori sworn staff target of 12.5%.

However, some of this lack of progress is also due to the overall increase in the number of sworn staff and the proportion of NZ European/Pakehā recruits within this group. This is further compounded because recruitment targets of other priority groups (women, Pasifika, Asian) have not been met.

In addition, the recruitment of UK Police has also contributed to the total numbers of Police. As a result the number of Māori sworn staff as a proportion of the total Police workforce has remained relatively unchanged at around 11 to 12%.

The 2001 target of having 12.5% of sworn staff being Māori by 2005 has not been met and the 2010 target of 18% of the Police sworn staff being Māori is still somewhat off. The lack of progress against these targets in part underpins the commissioning of this research.

Research context

This research forms part of a larger work programme to explore the real and perceived barriers to the recruitment of Māori, Pacific, other ethnic groups, and women to the New Zealand Police, and to identify ways to enhance the diversity of the Police workforce so that it better reflects the New Zealand population.

Given the range of recruitment initiatives being utilised by NZ Police, it has become increasingly important to monitor the recruitment of Māori (and other priority groups) “to identify:

- the most effective strategies to encourage people from different groups to join the Police;
- ways that Police can encourage growth in diversity without compromising standards; and
- barriers to recruitment, and where possible, ways to remove these barriers” (New Zealand Police, 2009, p. 3).

Research objectives

The objectives of this research are to:

1. Explore the factors that influence Māori recruits to apply to, and join, Police (focusing on attractants and facilitators, while also noting barriers).
2. Explore the role of Police Māori recruitment initiatives (including Te Haerenga) in attracting Māori to join the Police.
3. Identify improvements that could be made to Police initiatives and processes for recruiting Māori.

Research approach

In consultation with NZ Police, interviews were conducted with:

- recent recruits
- Recruitment officers and Managers
- Iwi Liaison Officers
- Recruitment and Human Resource Managers and Managers with responsibilities for Māori and Pacific portfolios and services based at Police National Headquarters.

Individual interviews were conducted with recent Police recruits. All of the recruits had graduated from the Royal NZ Police College (RNZPC) in the last 12 months. A total of 18 interviews were undertaken, 17 were conducted face-to-face and one by telephone. Interviews were one to two hours in duration and usually conducted outside of work hours. Recruits were interviewed at home, at a local café or in their workplace. Seventeen of the interviews were conducted with Māori recruits. One interview was conducted with a Pacific Island recruit who had been identified as Māori on the research contact list. As one of the few recruits who had attended a Te Haerenga performance, a decision was made to undertake this interview (and to increase the total number of recruit interviews to 17).

A total of five interviews were undertaken with Recruitment Officers and one Recruitment Manager and eight interviews with Iwi Liaison Officers. These interviews were approximately one hour in length and generally undertaken in work time. Interviews were conducted in the workplace or at an agreed venue e.g. local cafe.

Six interviews were conducted with personnel located at Police National Headquarters (PNHQ) including the Human Resource Manager, Recruitment Manager, Recruitment Marketing Manager, National Manager: Māori Pacific Ethnic Services and two other PNHQ personnel and were approximately one to two hours in duration.

The majority of interviews were conducted face-to-face and the following table provides a breakdown of interviews by interview type.

Table 3: Research sample by interview type

Interview type	Face-to-face	Telephone	Total
Recruits	17	1	18
Recruitment Officers/Manager	4	1	5
Iwi Liaison Officers	6	2	8
PNHQ	6	-	6
Total	33	4	37

Research participants were primarily drawn from three regions due to the project research timeframe and for reasons of cost effectiveness. Participants interviewed face-to-face were either from: Auckland (Waitemata and Counties Manukau), Bay of Plenty (Rotorua, Whakatane, Tauranga and Tokoroa) and Wellington (Hutt, Porirua and Wellington). Telephone interviews were conducted with participants outside of these areas.

The following table provides an overview of the number and location of interviews.

Table 4: Research sample by interview region

Location	Auckland	Bay of Plenty	Wellington	Other	Total
Recruits	8	5	5	-	18
Recruitment Officers/Manager	1	2	1	1	5
Iwi Liaison Officers	3	1	2	2	8
PNHQ	-	-	6	-	6
Total	12	8	14	3	37

Quotes are attributed to research participants through the use of position/role descriptions: Recruit, Iwi Liaison Officer and PNHQ personnel. Please note the term Recruitment Officer includes Recruitment Managers to protect respondent confidentiality. Similarly Iwi Liaison Officer also includes Māori Responsiveness Advisors and other roles/positions with a cultural/diversity focus, with the exception of PNHQ interviews. All interviews with PNHQ personnel, irrespective of their position, attract a generic PNHQ reference.

Nan Wehipeihana (Ngāti Tukorehe, Ngāti Porou, Te Whānau a Apanui) was the research team leader. Other members of the team were Kataraina Pipi (Ngāti Hine, Ngāti Porou), Kellie Spee (Ngāti Maniapoto) and Elizabeth Fisher.

Research Limitations

This primarily qualitative research report is based on a small number of respondents (n=37) selected using a non-random sampling method. The purpose of qualitative research is to provide an in-depth understanding of attitudes and values, rather than quantifying the extent to which these exist in the wider population of interest as a whole.

A further limitation is that only 16 of the 37 respondents provided feedback on Te Haerenga. Four of these respondents had an active involvement in Te Haerenga, three as performers and one as an administrator. A further limitation is that this research did not elicit feedback about Te Haerenga directly from attendees. Iwi /Māori and community perceptions about Te Haerenga therefore are as reported by the 16 Police personnel interviewed as part of this research.

The following table provides a breakdown of Te Haerenga respondents.

Role	Number
Recruits	5
Recruitment Officers/Manager	2
Iwi Liaison Officers	7
PNHQ	2
Total	16

Report structure

The remainder of the report is structured as follows:

- Section 2 describes the factors that influence Māori to join Police.
- Section 3 explores the role of Māori recruitment initiatives in attracting Māori to join Police.
- Section 4 documents suggestions that could be made to Police initiatives and processes for recruiting Māori Police.

2 The journey to joining Police

It is useful to consider the process of applying to and joining Police as a journey. This section begins with a discussion of the factors that influence Māori to apply to and join Police. It focuses on two main areas: attractants, factors that attract Māori to Police and facilitators, factors that encourage and support Māori to join Police. Barriers to joining Police are also noted and this section concludes by outlining the key determinants that shape Māori motivations to join Police.

Factors that attract Māori to join Police

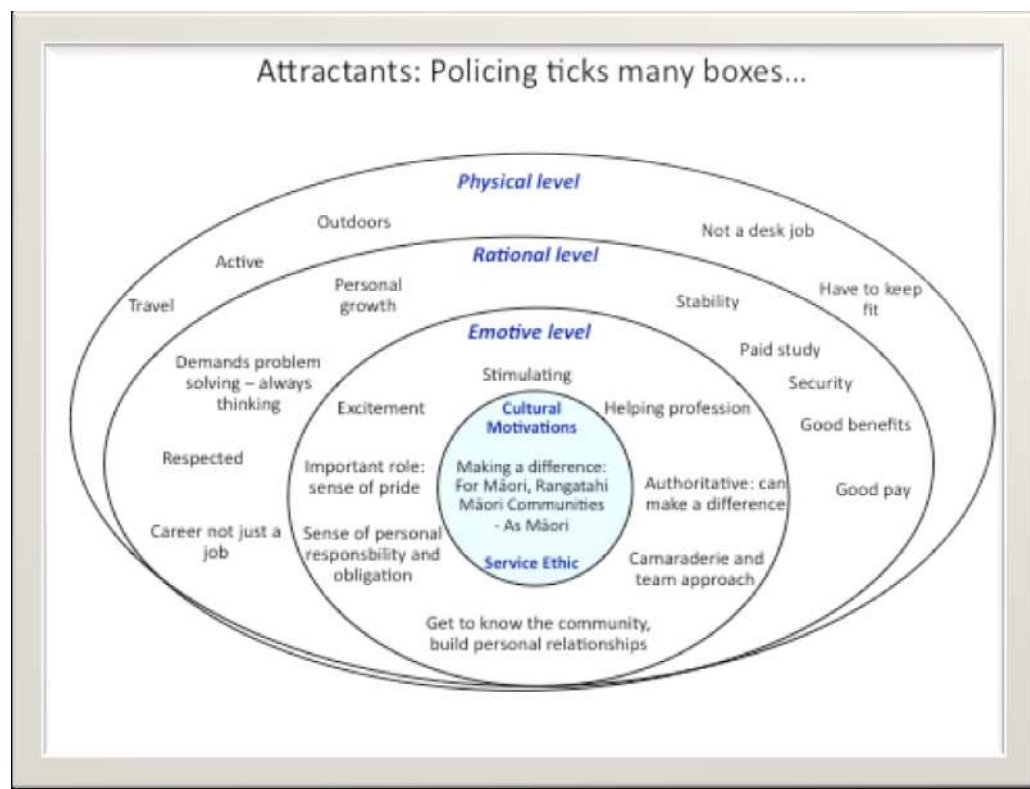
Overview

There are many factors that attract Māori to join Police. The overriding motivation for many⁷ recruits is a passionate desire to serve Māori and to create positive change in their community, in Police interactions with Māori and particularly with rangatahi (Māori youth). Other attractants include a desire for a physically active job, a stable and secure career and a position that has variety and personal challenge.

Attractants

Māori join Police for many reasons as illustrated in the following diagram.

Figure 2: Factors that attract Māori to apply to and join Police



⁷ Thirteen of the 17 Māori recruits interviewed mentioned cultural factors as a key driver/s for joining Police.

Becoming a Police Officer meets a range of physical, rational and emotive needs. Cultural motivations and a service ethic to Māori are at the heart of motivations for many Māori recruits.

Cultural motivations are core

Service to others, especially Māori youth, is a fundamental driver for many recruits (interviewed as part of this research). The overriding motivation for many is a passionate desire to serve Māori and to create positive change in their community, in Police interactions with Māori and particularly with Māori youth.

Being out there in the community can show our whānau that there are other options and if I can do it so can they (Recruit).

I thought about the army but I wanted to help, to stop younger Māori getting into trouble, their parents setting bad examples to their kids... it was the sheer waste of their talents, it's not their fault, if they could have had someone to step in (and) change the outcome (Recruit).

This research suggests that that Māori feel a different type of responsibility to Māori and their community. This service ethic is underpinned by values of:

- manaakitanga (care and support);
- whanaungatanga (caring for whānau/community); and
- rangatahi (a focus on youth).

It's all about whānau. We do the job based on whanau and beliefs, and it's about manaakitanga (Iwi Liaison Officer).

For example, recruits talked about staying on after their shift had finished to complete work. Whilst this is often the norm (for many Police officers) there is a sense that the needs of community of whānau, hapū and iwi often override personal or individual needs and Māori recruits reported feeling reluctant and/or less able to walk away at the end of shift.

Even when the shifts finish if you're in the middle of a job you don't clock off you stay and help the others out (Iwi Liaison Officer).

Being in the Police is about working towards common goals, being committed, dedicated where you awahi and tautoko one another (Recruit).

The majority of Māori recruits interviewed as part of this research see policing as an opportunity to serve; and many recruits feel a profound sense of responsibility to serve Māori and thereby protect future generations (rangatahi).

Growing up in a Māori village I saw a lot of people drinking and kids setting bad examples, like teenagers smoking and carrying on all that sort of stuff, and I just remember thinking you are just throwing away your potential. I thought maybe if I got into the police I could start sort of steering some of the young fellas away from the bad track that they're heading down. I've seen some pretty decent kids head down the wrong tracks and end up on drugs and all sorts of things... So we need to be more proactive with Māori youth (Recruit).

For Māori, some of the benefits and rewards for Māori of being a Police Officer are realised once in the job. This includes a sense of self-fulfillment, pride and the realisation that they are and can make a difference to and for Māori.

I can relate to Māori, ... if I can be out there talking to them, ... making a difference, I will (Recruit).

Throughout the research, there is a recurring theme of the contribution of Māori to policing as Māori. Many recruits and all Iwi Liaison Officers talk about the difference they can make as Māori (visibly) and in their knowledge and understanding about how to engage with Māori.

I know I can diffuse situations and most of the time people are less confrontational, I can be a good support for my (non-Māori) partner (Recruit).

Even though it is the same uniform I thought I might be able to deal with things differently, Māori would feel more comfortable with me (Recruit).

Typically, these recruits had a strong identification with being Māori and brought the values of awhi (to embrace) and manaakitanga (to care for) to the role to counter or mitigate negative influences by seeing the opportunity to do the job differently or better than they had observed or experienced.

Being the Māori (positive) face of Police. Showing that Police give a damn, that they care (Recruit).

Physical level

At a physical level there is the attraction of an active, outdoor, not desk-bound position.

I played a lot of sports at school and later on got into diving and hunting... So the physical nature of the job, that you'd be active, out and about (Recruit).

I didn't want to be stuck inside I wanted to be out and about during the day (Recruit).

What attracts is the physical aspect much like the army. I was always into sport and I liked the variety of what you can do in the Police (Iwi Liaison Officer).

All the Māori I know in the Police force are sports oriented (Iwi Liaison Officer).

However, once in the job there is a gap between perception and reality around the physicality of the job.

...I thought there'd be a lot more physical stuff than there is (Recruit).

It says a lot about you if you're wearing the blue uniform but ... it takes a lot academically, more than you expect (Recruit).

There's nothing (in the recruitment information) about the amount of paperwork, they need to be honest about this (Recruit).

Rational level

At a rational level, career and employment related factors prevail. This includes salary and benefits, job security and professional development opportunities.

It's a good job, stable, secure, lots of benefits (Recruit).

I'd had a number of jobs, and I wanted more than that. I wanted to build a career (Recruit).

It's not just about policing, there are heaps of options like search and rescue, working with youth (Recruit).

It was time to get serious, to get a job that I would be able to get some security but that would stay interesting (Recruit).

Job related attractants include: career prospects, and the chance to build a career by joining Police; role variety, both on a day-to-day basis as well as the range of jobs available within Police; and the mental stimulation and challenge in the position which requires ongoing assessment of the situation and context and the application of problem solving strategies.

It's got lots of variety, you're helping people, you can get into different roles can be a role model (Recruit)

No two days are the same and you never know quite what they day will bring. No chance for boredom... and lots of variety (Recruit).

I love it. Everyday you turn up to work knowing that anything could happen (Recruit).

I was attracted by the range of possibilities that a Police career offered... I saw it as a stepping stone to bigger things and an opportunity to expand my skills (Recruit).

The other job related attractant is the perceived value of the job to society and that policing is seen as a respected occupation.

I quite liked the idea of having some status in the community... being seen in the uniform and people taking notice of me (Recruit).

You see the elders looking at us in our uniform and can see the pride they have and they don't even know me. It feels really good (Recruit).

I think the community sees us (the Police) as being an important part of the community and we are there to help (Recruit).

Emotive level

At an emotive level, excitement, challenge and stimulation are frequently mentioned.

I wanted action and excitement, I always like being pushed, getting a challenge and being stimulated (Recruit).

I love Police 10 Seven, it looked so much fun, foot chases, an adrenaline blast (Recruit).

I really wanted to know how to handle myself and I thought the Police would show me that... Also thought it would be exciting, a real challenge (Recruit).

Policing is seen as a respected career, fulfilling an important role in society. The recruitment process and the standards required of Police Officers mean that a sense of pride and personal achievement is associated with the role.

It's a weighty job. It means something to get into Police, to get through the process... To get in means you are someone (Recruit).

I wanted to do something to make my uncles proud and I thought it would be something that my brothers and sisters could see and think I can do it too (Recruit).

I kept going through the process despite being told that I was too soft... I knew I could do it and I really wanted to follow-through something and prove to myself and to whānau that I could do it (Recruit).

Policing is seen as a helping profession and the chance to 'make a difference' is strongly motivational. A strong service ethic is also evident and policing provides the opportunity to serve their community and society as a whole.

It's about helping in times of grief. It's about supporting whānau through difficult times, not just about getting the bad fullas (Recruit).

Whether some old lady rings because she has locked her keys in the car or somebody has just been burgled it is all about support and helping (Recruit).

The satisfaction of knowing that I'm making a difference... Helping people, keeping people safe in (city), keeping New Zealand safe. If I don't do it, who else will (Recruit).

Similarly, it is clear that recruits felt a sense of duty and responsibility to their community, and take to heart the values embodied in the motto protect and serve. Thus, a further attractant of policing is that it provides opportunities to meet the sense of personal responsibility and obligation they have to their community and society as a whole.

Someone's got to do this job, to put their hand up to do this work. To work in the Flaxmeres, South Auckland. It's cliché, but it is about protecting and serving the community and public at large (Recruit).

To really know your community and develop relationships with community groups, kaumatua, Māori, that's what good policing is about (Recruit).

I want to be out there portraying to Māori that Police are there to help you (Recruit).

In addition, the role carries both responsibility and authority, and there is the power to make or effect change for the benefit of individuals.

Policing is not just about locking up people and giving tickets, it's also about the community and the relationships you have with people... It can really help if people know who you are and you know your community (Recruit).

I have seen some people heading in the wrong direction especially some young ones and I thought, I know these kids, I could help them in the right direction (Recruit).

Camaraderie and the team approach and ways of working are also attractive to Māori.

People I knew who were Police officers seemed to have a real sense of camaraderie and it really appealed to me working in a team environment (Recruit).

Working with like-minded people where everyone helps to get the job done (Recruitment Officer).

Some factors were more attractive to younger than older Māori interviewed in this research. Younger recruits were usually looking for career opportunities, skills training and professional development. In contrast, older recruits, many who had strong careers or employment history behind them, were looking for meaningful challenge.

Job security, lots of opportunity for personal development, professional development and the chance to build a career. (Recruit, aged 20-29)

It wasn't about the money or job security I chose the Police because I wanted to make a difference and be a role model to the young ones (Recruit aged 30-39).

I'd done my time in the (armed services). This was a chance for me to work with rangatahi who were going off the rails (Recruit aged 30-39).

As Māori contribution to policing

Māori recruits believe that they have something 'unique' to offer as Māori to policing. In particular they feel they relate well to Māori and that Māori relate well to them.

There is an emotional attachment because we're dealing with our own most of the time (Iwi Liaison Officer).

I can relate to Māori, ... if I can be out there talking to them, ... making a difference, I will (Recruit).

I have found when I have picked up Māori offenders, and I don't know how but they have picked that I am Māori and they will just start to talk Māori to me and try to explain why they have done (what they have done) in Māori and I will speak back to them in Māori and say 'okay, you've clearly done this' and explain that this is what we're going to do... and take them through the process (Recruit).

It's weird, but there are Māori offenders out there who do speak the language and I think if someone speaks Māori and it's their preferred language we should be trying to communicate with them in that language; getting the Māori officers involved and saying come down and have a korero with this fella, find out what the situation, try and find out the circumstances behind what's happened, and try and deal with those circumstances. I've found that they relate to me really well (Recruit).

Māori recruits describe their approach as different; more patient, holistic, understanding and concerned about caring for whānau. The as Māori point of difference becomes more apparent especially once they start. They notice immediately that they often have a different approach to their Pakeha colleagues, and that the Māori community responds better to them.

We try and find out the reasons behind behaviour. With Pakeha it's more like, 'you're a criminal', bang bang lock them up for two weeks and then they're back dealing with them again in two weeks time. Māori cops say 'what's behind this?' (Recruit).

Pakeha just go in and tick the boxes, want to get everything down, get in get out. They can be cold in this regard (Recruit).

I think it's your demeanor as well... A lot of the Pakeha cops will walk in and just charge in... And you just walk in there and you just go 'what's the matter bro, just calm down, I'm not here to fight you I am just here to try to sort out this problem'. Some of the scenarios at college if there was any sort of aggression some of the Pakeha cops they just sparked up, lets get him, and it's like why, you're just putting fuel on a fire (Recruit).

Māori are used to walking in two worlds, they understand culture, both Māori and Pakeha and find it easy to converse with other cultures and people from all walks of life. Being part of extended families they have a strong sensitivity to relationships and context and a strong affinity with youth – “everyone's your uncle”.

It makes a huge difference – when I'm dealing with Māori, all my dealings have gone smoothly, often I get asked to go into a situation because I'm Māori. I'll spend a few minutes longer talking at an incident than the others, I don't make assumptions, I want to get their side of the story, then the other side and make sure that they have both heard each other (Recruit).

When Māori can speak te reo Māori to other Māori speakers they feel they are at an enormous advantage in being able to establish rapport and trust. Even without te reo, being Māori enables them to calm people down and Pakeha colleagues often call on Māori recruits to initiate contact, lead engagement and or to diffuse situations.

I don't speak Māori but that's okay because when I walk into a situation, my face, just being Māori... well the tension goes down a notch, there's a little less agro... It's better for everyone (Recruit).

Some Māori recruits, often younger, did not articulate being Māori as one of the factors that influenced their consideration to join Police. However once in the Police, they come to realise the value that they offer to the Police by being Māori and are often inspired to strengthen their knowledge of things Māori (culture and te reo Māori).

I don't have a strong Māori background. I know my iwi and a little bit of reo. Out in the community that doesn't matter. They see me as Māori and often make a beeline for me... So even though I didn't sign up purposely to help Māori, its come to matter more to me now that I'm in the job (Recruit).

Being Māori wasn't a consideration when joining because I wasn't that way inclined but I think that being Māori I have a laid-back approach and way of talking with people; I'm more patient, listen more, observe a little bit more. It's not a power trip (Recruit).

Barriers to joining Police

Overview

The main barriers to joining Police identified in this research are: poor or negative perceptions of Police, lack of knowledge about the nature and extent of policing, lack of relevance and connection to policing as a career, lack of confidence to apply, and feeling whakamā (embarrassed) to ask for help. In addition, the variable quality and implementation of Police recruitment initiatives and the often lengthy⁸ recruitment processes, increases the chance of applicants dropping out of the process.

Barriers

This section briefly discusses barriers to Māori joining police. The findings are based on feedback from Recruitment Officers and Managers, Recruits and Iwi Liaison Officers. Recruitment Officers and Managers have a wealth of knowledge about the reasons that Māori drop out of the recruitment process. Recruits and Iwi Liaison Officers typically report barriers from a personal perspective, having gone through the recruitment process, but their commentary on barriers is also based on their knowledge of others (e.g. whānau, support provided to Māori applicants) who have dropped out of the process.

Ideally, a discussion about barriers to joining Police would include interviews with applicants who had dropped out of the recruitment process. This limitation is mitigated to some extent, by the feedback provided by Recruitment Officers and Managers (and to a lesser extent Iwi Liaison Officers) and because the findings are generally aligned to barriers reported in the literature (Mossman et al, 2008).

This research identifies many barriers to Māori joining Police. The barriers have been grouped into three categories: societal, personal and process/system level barriers. These categories naturally 'emerged' from within this research and seemed to provide a workable framework to discuss barriers as part of a wider 'systems' understanding of recruitment.

- At a societal level the main barrier is the negative or poor perceptions of Police at a community level and particularly at a whānau level.
- At a personal level the barriers include lack of relevance and connection to policing as a career, lack of knowledge about policing as a job and lack of confidence to apply to join Police. Once having applied to join Police, feelings of isolation and feeling too embarrassed (whakamā) to ask for help are also barriers. Passing the physical and academic tests are also barriers.
- At a process or systems level barriers include variable quality and implementation of recruitment initiatives and communications, lack of follow up and ongoing support to recruits and the typically lengthy duration of the recruitment process. In addition, it is not apparent that a clear commitment from leadership and management to Māori recruitment strategies exists.

⁸ Recruitment officers report that from the time of applying, to the time of entering RNZPC can be accomplished in three to four month period. However, none of the recruits interviewed as part of this research moved through the process in a three to four month period.

Poor perceptions of Police

Poor perceptions of the Police within Māori communities foster a lack of trust and confidence in Police, policing and therefore a job with Police. It also raises questions about what will being Māori with Police mean. For example, both a recruit and an ILO commented on the Tuhoe operation and about the role of Māori Police Officers.

You'd want to have Māori Police officers on the ground right in there, but then I wonder if we could influence the way things were done. Not sure we could have a say or be heard. Think we might just get swept away beneath Police procedure? (Recruit).

The perception of Police by our people was not helped by Operation 8 – the Tuhoe incident. This cast a negative light on Police (Iwi Liaison Officer).

There's a lack of trust and confidence in what is essentially a Pakeha organisation (Iwi Liaison Officer).

Negative perceptions whānau have of Police (and policing) also act as a barrier.

The negative views and experiences whānau have of police... Worrying about what whānau and friends think about them joining the Police, that's another barrier (Iwi Liaison Officer).

What the family think can be a barrier for some... If you're strongly driven by what your whānau think then you may not achieve your dreams (Iwi Liaison Officer).

A whānau perception of policing being primarily about law enforcement and apprehension is a barrier for some recruits; and coupled with this, for some, there is a fear or mistaken belief that that they will have to arrest their own whānau.

Often the perception of the Police is negative which is normally based on not really understanding the job they do, and only seeing the law enforcement side of the role (Recruitment Officer).

Improving the perceptions of the Police in the community is an ongoing issue and becoming more visible within Māori communities is seen as critical to break down barriers and helping Māori feel they can trust the Police.

We need to get the Iwi liaison Officers more visible to the youth to break down the stigma, to build a relationship with the Kohanga and the Māori immersion kura... these are the kids we need with the language, we need to be communicating through Māori values and though language need to be talking with them where they are at, in their environments, in the small towns before they get to the cities... If you build relationships also mean they won't be afraid to go to Police and say x is happening at home (Recruit).

Lack of personal connection and relevance

A lack of Māori role models in Police leads to a lack of personal connection and relevance (it's not for me) to join Police and adds to doubts about whether policing is right for them.

Not enough Māori in Police for them to know that this is a good career (Recruitment Officer).

There's not enough brown faces in there as role models to show me I can do this (Recruit).

Not seeing enough Māori in the job already, like they don't see Māori officers on the job, they don't deal with them sort of thing, if they saw more Māori out on the job dealing with them face to face sort of thing, they would get role models, say this guy is pretty cool, I want to do this job (Iwi Liaison Officer).

Two Recruitment Officers commented on the fact that for some Māori there is a perception of Police, and their families, not having the same types of problems that face many Māori families. This sense of 'perfect' families is a barrier to some Māori, when they look at their own whānau and friends.

We have tried to portray that we're not better than you; that we have problems and bad people in our family just like everyone... But I'm not sure that the message gets through (Recruitment Officer).

Similarly, recruits come to the personal realisation that they will need to distance themselves from friends and whānau members who participate in unlawful activities. So a fear of losing friends or having to distance themselves from whānau is a very real barrier.

They often have problems with family background. Sometimes they have associations within their family and 'forcing' them to cut off family and friends is difficult (Recruitment Officer).

Several recruits talked about an initial awkwardness with some extended family or friends when they made their decision to join the Police.

You often have people in your extended family who are on the other side of the law... you get scared of being tarred by the same brush... it takes guts to make a stand on that... I'm not as close to some friends as I was before (Recruit).

Concerns about relevance, of fitting in and belonging "is this for me?" are accentuated when they attend seminars that are impersonal and intimidating.

Feel like a number, no personalization (Recruit).

They should have tried to create smaller groups so you could get to know one another a little (Recruit).

Lack confidence to apply

Many recruits were frequently plagued with doubts about whether they were good enough to get into Police and this led to a questioning of personal capability (can I do this?). This was particularly mentioned in relation to the academic tests and to a lesser extent the fitness tests.

Māori lack confidence to apply. They have the ability, but they just don't believe it. Pre-recruitment courses have been really valuable in this regard (Recruitment Officer).

There's a real fear of failing, so they are frightened to take the first step (Iwi Liaison Officer).

There are lots of Māori in the army who if they'd had the education would have considered the Police. Police and the army have the same values, the discipline, you're there to help people (Recruit).

Lack knowledge of the policing role

Not understanding what the job will be like and what it really involves is a barrier. People generally pick up 'bits and pieces' about the Police from their experiences growing up, their friends and family, the media, school guidance counsellors and so forth. However, this information is often anecdotal, generalised and stereotyped.

It's hard to get a real idea about what it will be like (Recruit).

They drive around in cars, what else do they do? (Recruit).

I thought it'd be about walking the beat, being the friendly helpful copper (Recruit).

Recruits comment that they had little idea before joining Police of how "rich" the job actually was (in terms of depth and breadth of skills needed, work undertaken, range of positions available). They feel that more information about the variety of roles on offer in Police, particularly the 'helping' roles would dispel the myth that policing is all about law enforcement by positively profiling policing as a career option and suggest that more Māori might think about apply to join Police. In addition, it was felt that greater promotion of the careers and roles within Police, would contribute to an improved perception of policing overall.

However, Recruits also comment on how desk bound (paperwork) and academic (preparing evidence for court) much of the job is and this might prove a disincentive to some.

Secondary personal barriers can seem small in the overall scheme of things, but loom large in an applicant's journey and barriers include concerns about what convictions (personal and family) are acceptable and which ones are not; and coming to terms with the language and jargon of policing.

Not seeking help

Some recruits lacked confidence or were too whakamā (embarrassed) to ask questions or seek help. As a result they did not get the information or support they needed.

You feel scared to ask questions (in seminars) in case people think you're dumb (Recruit).

Sometimes Māori are their own barrier. Māori have to step up and stop being too proud to ask for help (Iwi Liaison Officer).

Whakama. They will not demand information or ask questions (Iwi Liaison Officer).

Feelings of isolation

The individual focus of the recruitment process and the fact that much of the work required to get through the recruitment process is completed on their own or was assessed individually, can be lonely.

It's lonely being Māori entering this recruitment process on our own (Recruit).

There's no manaaki and awhi in the recruitment process. When you go to Greenlane you're just another number; you don't get any thanks for coming (Iwi Liaison Officer).

Going to the Police station for the seminar can be very intimidating. It needs to be in a neutral location (Iwi Liaison Officer).

Whilst many recruits were determined and highly motivated, the recruitment process can still be lonely and isolating. Recruits are sustained by personal commitment and drive, and although some recruits cope better with the recruitment process, many comment they would have taken advantage of support groups if available. In the areas where support groups and pre-entry courses have been set up and are operating, the sense of isolation is less.

I did what I had to do. I just checked off each step and moved onto the next one... It would've been nice to have some mates, some support... In the end it didn't matter, I was determined to get through (Recruit).

However, not all recruits interviewed were open to 'Māori' support groups.

I have never used Māori to get anywhere. They did offer a free class to Māori and PI but I wasn't interested (Recruit).

Academic and physical appraisal and competency tests

Recruitment Officers and to a lesser extent Iwi Liaison Officers identify the academic and physical appraisal and competency tests as key stages in the recruitment process where Māori struggle, or drop out of the recruitment process. In part this is attributed to prior lack of educational achievement and recruits struggling once in the recruitment process. In particular, the time pressure of the academic test and getting to the required fitness level for the physical tests are problematic. Recruitment Officers also mention the swimming requirements for certification as an area where Māori (and Pacific) recruits often exit the recruitment process.

A typical stumbling block is the physical and academic testing. They have to often use the re-sit option. Many drop out if they fail even though there is a re-sit option. The timing of the academic test causes the most pressure (e.g. a speed test), while the physical test can prove difficult, getting to a stage where people are fit enough to carry it out (Recruitment Officer).

Physical fitness seems to cause the most problems across all populations. Quite a few people struggle with losing weight and getting fit (Recruitment Officer).

Lack of education is a barrier as Māori don't make the grades and can struggle with the academic side of things (Iwi Liaison Officer).

I did okay on the fitness tests, but I failed the maths test. They told me I could sit it again, but there was no way I was going to get through it on my own. I had to find my own tutor as they didn't have any out this way. None of it was easy and I was ready to chuck it in (Recruit).

There are academic supports available, but they are books in the library and this doesn't work for Māori (Iwi Liaison Officer).

For some recruits physical fitness was not a barrier and they mention passing all of the requirements relatively easily. Part of this was having a high level of personal fitness before entering the recruitment process.

For other recruits passing the physical fitness tests required them to make a concerted and sustained effort to achieve the specified standards. Some struggled with meeting the necessary standards and potentially it was a point at which they could have exited the recruitment process.

For others whilst difficult, it became a motivational factor. For example one recruit talked of giving up rugby for a full year (whilst on the waiting list) and focusing on a range of physical activities to maintain his fitness level in anticipation of a fitness retest in before starting Police College. Another recruit talked about having a planned programme to build her fitness levels over a period of 14 months.

Quality and implementation of recruitment initiatives and communications

Overall, the quality and conduct of seminars was seen as highly variable, the pamphlets seen as improving and the website and the 0800 number were seen as good to very good. (Recruitment initiatives and support systems are discussed in more detail in section 3 of this report).

The style and format of the seminars are often at odds with Māori values of *awhi* (to embrace) and *manaakitanga* (to care for) and some recruits struggled with the language used, referring to it as “Pakeha and Government speak”.

The seminars were cold and impersonal. You were just left to your own devices sitting down the back. There's no sense that they are interested in you personally, knew your name or wanted to know your name. It was just a process (Recruit).

They have lots of written stuff but I wanted to see what the Police would 'feel' like (Recruit).

Lack of ongoing follow-up and support

Recruits reported positive and negative experiences of dealing with Recruitment Officers. (Positive experiences are discussed in the next section - support and encouragement from Police - page 39). The more negative experiences included: not being told about support groups or practice and pre-test sessions for the physical assessment; not being given information only to find out that others have been given this information or told something different; not being told about assessment dates in a timely manner; and formal interviews which are significantly longer than the norm.

It's like surviving and getting through the process is a test also. It's not solely about passing everything, but about survival. You have to prove yourself, prove you've got what it takes (Recruit).

I think the Recruitment Officer didn't like me. Probably thought I was pushy and arrogant, which to be fair I was at times, but it was only because of their attitude to me. It was like getting blood out of a stone. My formal interview was over three hours long and I was pissed off when I found that they are normally about an hour, maybe a little longer. So another little test (Recruit).

You (the interviewer) told me about the webcoach thing. Why wasn't I told about this when in training, why wasn't I offered it? Not sure that anyone else was, but should have been told about it. What else wasn't I told about? (Recruit).

Duration of the recruitment process

The NZP Candidate Assessment Handbook identifies 11 steps in the recruitment process from attending the first seminar to entering Police College. These steps include:

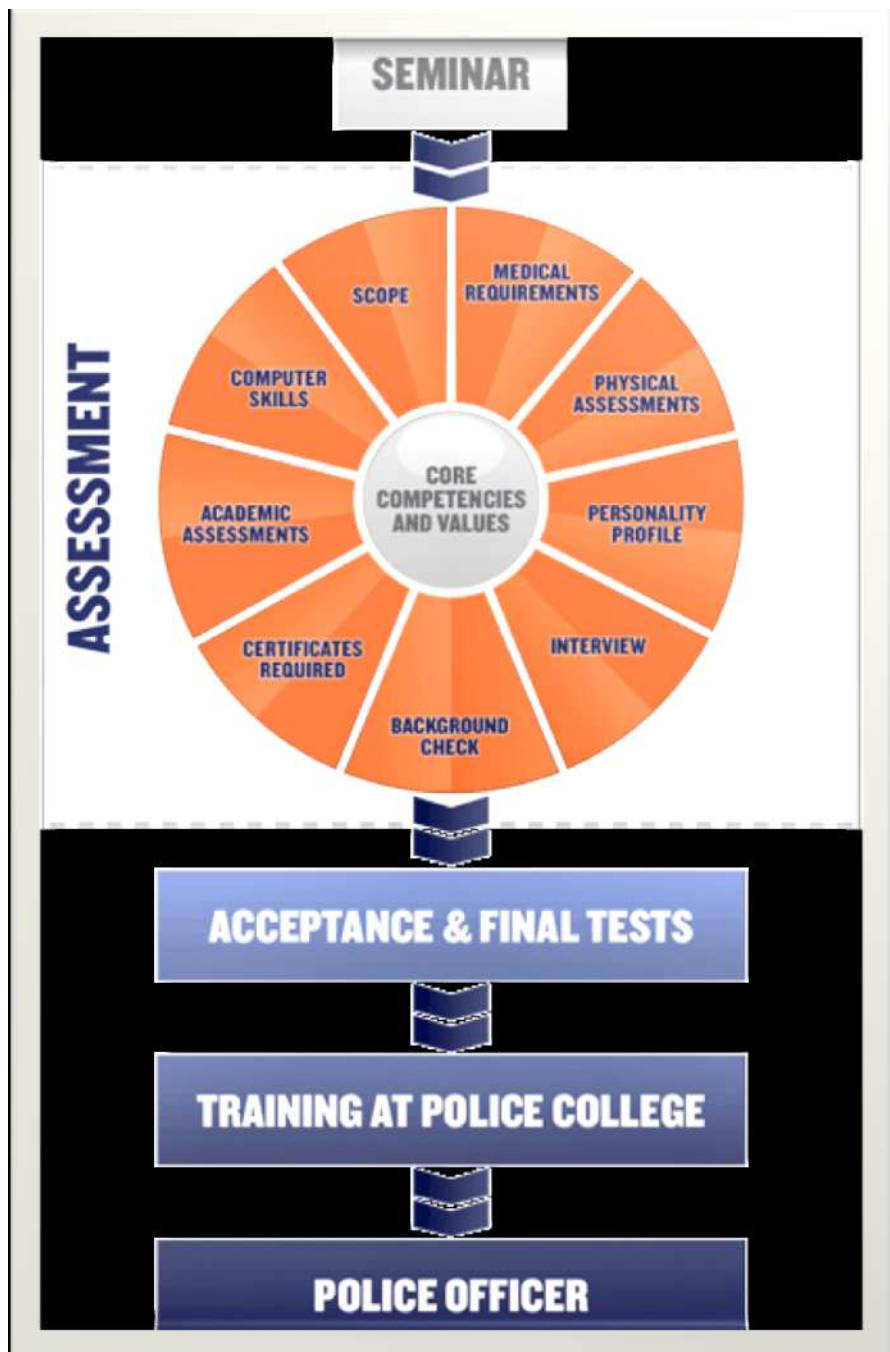
1. Attend seminar – fill out application form.
2. Acceptance to commence process (includes medical and offence clearances).
3. Assessments/tests (testing day).
4. Formal interview.
5. Reference checks.
6. Posting preference.
7. Final medical.
8. Conditional acceptance letter.
9. Call-up to RNZPC.
10. Final Physical Assessment Test (PAT).
11. Enter RNZPC.

Prior to step 3 applicants are required to provide birth, marriage (if applicable) and educational certificates as well as their driver's licence and firearms licence (if applicable). In addition applicants have to obtain a swimming certificate, which requires them to demonstrate an acceptable level of freestyle swimming, treading water and duck diving.

Step three involves a Physical Appraisal Test (PAT), Academic Testing and completion of a personality profile. The Physical Appraisal Test involves assessment of: body mass index, hip-waist ratio, run, standing vertical jump, press-ups and grip strength. The academic assessments include numerical, verbal, and abstract reasoning tests.

The process allows one re-sit of the abstract reasoning test and up three attempts at the numerical and verbal reasoning tests and there are practice tests available online at the newcops website.

The diagram below provides an overview of the recruitment process from the first seminar to completion of training at RNZPC.



Source: <http://www.newcops.co.nz/AboutTheForce/TheJob/How> downloaded 24 July 2009.

Overall, the process can be intimidating. The number of steps in the process, and the assessments or tests that need to be completed within each step can be daunting. Each step and each activity or assessment within each step is a chance for applicants to drop out of the process. Further, there is generally at least one month between tests if applicants have to re-sit a test and this adds to the overall length of the process. As stated previously, if not at a good level of physical fitness before applying, getting fit further draws out the length of the recruitment process.

The time taken to complete steps one to six varied significantly between recruits. One applicant completed the process in just over four months and other recruits took between 12 months and two years (and some longer) to complete these steps.

Recruitment Officers commented that the process length (particularly steps one to six) depend largely on the individual. If recruits turn up to the seminar with their first aid and defensive driving certificate, they can complete the process in around six weeks. Others take longer getting fit and preparing for testing. If people know the wait is long they typically will take their time. However, none of the recruits interviewed as part of this research went through the process in this timeframe.

There were several examples where applicants were left not knowing what to do, when to do it, or what was required. This lack of clarity and poor communication can be particularly undermining for potential applicants.

It's hard to understand the application process – I had a friend who was waiting for the Police to let him know what happens next and the Police were waiting for him to signal his interest in the next round so nothing happened for ages... that kind of thing seems to happen (Recruit).

Length of waiting time to get into Police College

Current waiting times are a function of regional vacancies and the number of people on the waiting lists. (The current waiting time, for those on the waiting list to get into RNZPC, was reported for one region as 18 to 24 months and approaching more than 2 years for another region). However the waiting time for recruits interviewed as part of this research ranged from three months to approximately 12 months.

The waiting time to get into RNZPC (which Recruitment Officers and Managers predict will increase in all areas excluding Auckland) impacts on motivation, personal fitness and has time and financial costs associated with it. The waiting time can become an issue in retaining Māori in the recruitment process. Further, not knowing how long the waiting time might be, means recruits are stuck 'in limbo' and this exacerbates feelings of not being in control.

Waiting for Police College is difficult. People often lose fitness, may put on weight and occasionally can get into trouble with Police with traffic offences or fighting at the pub for instance (Recruitment Officer).

It's a real long process aye and that's probably the worst thing about the whole thing. You don't know whether you are a recruit in waiting until they ring you up and say hey there is a spot... I finished all my tests in February (2008) and he rung me up and said there might be a spot in August. And then just before August I hadn't heard anything so then I think he rung me up and said we will do your retesting in December and there might be a spot for you in January, and if there isn't one in January there will be definitely one in February. I did my test then in December and then he rung me up a couple of days later and said you are going on the January intake (Recruit).

It's (waiting) like being stuck on permanent hold on the telephone. You can't hang up, but you wonder how long it's going to be before they stop playing the damn music and someone answers your question or refers you on to the supervisor (Recruit).

My partner was not keen on me joining Police as she'd heard that it was hard on relationships. Waiting for a place at the college meant that we both had our lives on hold... There was quite a bit of pressure from my partner to give it (college) away (Recruit).

The total duration of the process (completing the 11 steps of the recruitment process and time on the waiting list) for most recruits interviewed ranged from 12 months to three⁹ years. Whilst at one level the duration of the overall process increases the chance for applicants to drop out of the recruitment process, Recruitment Officers suggest that the physical and academic tests are areas where a significant number of Māori applicants typically exit the recruitment process.

Factors that facilitate Māori to join Police

Overview

Facilitators are the factors that encourage and support Māori to join Police. Emotive facilitators include encouragement from whānau, friends and Police and pragmatic facilitators include formal and informal career guidance, pre-entry courses and information and support provided by Police throughout the recruitment process.

Facilitators

For the purposes of this research the term facilitators is defined as factors that:

- create an openness and receptiveness to policing as a career¹⁰
- trigger contemplation and reflection about applying to join Police¹¹
- provide encouragement and support to apply to and join Police¹²
- affirm the decision (taking the step) to join Police¹³
- provide pragmatic support and encouragement throughout the recruitment process¹⁴

In tandem, facilitators strengthen, enhance and leverage off attractants, and, mitigate or downplay barriers to joining Police.

Key facilitators identified in this research include:

- Perceptions of Police.
- Encouragement and support from whānau and friends.
- Encouragement and support from a Police officer.
- Career guidance and pre-entry courses.

Importantly these facilitators are underpinned by cultural motivations; an ethic of service to Māori and wanting to make a difference for Māori especially rangatahi, because they are Māori.

⁹ A sporting injury required an operation and six months recovery time.

¹⁰ Pre-contemplation in a stages of change model.

¹¹ Contemplation in a stages of change model.

¹² Preparation in a stages of change model.

¹³ Action in a stages of change model.

¹⁴ Maintenance in a stages of change model.

Perceptions of Police

Perceptions of Police have a pervasive influence on the overall decision about whether to join the Police. For the most part these impressions appear to be formed whilst recruits were in their childhood and teen years and are based on their interactions with Police and to a lesser extent general perceptions of Police. Recruits identified the following Police activities, events or roles as positively influencing their impressions of Police.

- Blue light disco's – where Police are seen as friends.
- Police in schools – where Police are friendly, helpful and kind, and may work as part of a youth team.
- Local copper on the beat – where Police are friendly and kind, but mostly Pakeha, mean well but have limited cultural understanding.
- Friends or whānau in Police (rare) – where policing is a great job and good career.
- Media, high profile cases, reality TV, – where policing is exciting and challenging.
- Crime statistics or events – where Police are needed, valued for the contribution to society.

Visibility of Police in everyday situations is enormously helpful in creating positive impressions of Police. The most favourable impressions about Police were formed when seeing Police in preventative, helping and community orientated roles such as Police in schools, Police on community beats and at community events.

Having Police at the school and the blue light discos... They were more like friends than Police... They were showing that they were interested and it made people not so worried about contacting them (Recruit).

There is a community project where the Police are empowering the community to provide positive education, information and are working alongside the wardens. This is seen as positive (Iwi Liaison Officer).

Positive perceptions of Police and policing contribute to raised awareness and consideration of policing as a career. Police as a helping profession, serving and protecting the community and as role models are all positive influences.

They used to be at the ASB Polyfest, Police were always on hand, walking around chatting, saying 'hello' (and it) made the Police feel approachable, not just a staunch guy in a blue uniform (Recruit).

When you see them out and about, in the community it's different. They seem friendly, more approachable. From the media and from some of our whānau, Police are all bad (Recruit).

My experiences with the Police when I was growing up, I always had respect for them and always saw them as someone that was there helping us, I thought that would be a good career path to be able to do that and to help people, I never joined the Police to lock people up, I have a more proactive view like it's better if I can get in and deal with things in a way that younger kids can see okay that's wrong, and perhaps not go down those paths, which is why I want to sort of try and head towards youth aid at some stage (Recruit) .

On the one hand, negative perceptions of Police and tense or hostile relations with communities are one of the factors commonly seen to dissuade people from applying to join the Police.

I didn't hate the Police but I felt defensive, I had no respect for them, we didn't ever see them in the school (Recruit).

Uniforms meant trouble, especially when they're coming up your driveway, mum would yell. 'ok who's done it this time?' (Recruit).

On the other hand, negative perceptions of Police conveyed through the media and personal experiences can be motivational to some because they want to, or believe they can, offer a different approach to policing and to act as 'agents of change'.

I have seen people heading in the wrong direction and how Police attitudes have kept them there. That attitude, once a criminal always a criminal... So being a different type of cop (Recruit).

I used to think one day I'm going to be a cop and treat people a lot better... I didn't want to be another Māori statistic... (Recruit).

The complex relationship between Māori and Police can fuel strong motivation to join Police, to create change. While growing up, watching or being part of Māori-Police tension was pivotal in decision-making for many recruits.

Several recruits talked of having had a troubled upbringing which gave them compassion and empathy with people in trouble. While others talked about enduring or seeing racism and harassment had resulted in a burning desire to "show them how to do it differently" knowing that growing up and being referred to as "Māori scum" by Police was not helpful.

Other recruits saw Pakeha Police "try their best" in predominantly Māori communities but felt that these communities (and especially the youth at risk) would be better served by Māori Police.

A few participants mentioned knowing Police through family and friends. However, where they did, these officers were seen as role models, and policing as a career was something to consider or aspire to.

My grandfather was a cop... so it was always there in the back of my mind (Recruit).

When I was 13... I started to play up. One day the local cop (non-Māori) picked me up, gave me a good talking to, scared the hell out of me and took me home in the cop car. I decided then and there that the next time I'd be sitting in the front seat of the cop car (Recruit).

Encouragement and support of whānau and friends

A key facilitator is the endorsement by whānau of policing and of the individual to become a Police Officer. One recruit told of how the support from his family and the wider community had increased his confidence to apply to Police and helped him through the recruitment process. At times however, too much 'interest' can be overwhelming.

When I told my whānau that I was thinking of becoming a cop they were really positive. They said, you'd make a perfect Policeman... There was a lot of interest from the community, asking me how things were going. It was good to know I had their support, but it got a bit much after while (Recruit).

A couple of mates I played rugby with were cops. When I put out the idea of joining the Police they were really encouraging. They said, "you'd be a great cop, you should join" (Recruit).

Whānau are also a source of informal career advice suggesting jobs that they think are suitable or in some cases making the initial enquiry. The defence forces, particularly the army are often suggested by whānau. There were a few cases where policing was suggested as a career choice, instead whānau usually suggested the army.

The army, the forces, that's what my parents suggested. We had whānau in the army, and they'd done okay, travelled overseas. Also it was a good secure job which was important for mum especially. For me, lots of different roles and getting in wasn't too difficult (not academic)... But no, Police wasn't even mentioned (Recruit).

Positive and negative whānau perceptions and experiences of Police by whānau can foster increased awareness and interest in joining the Police. Whilst whānau and friends may have had formal dealings with the Police that might be described as negative, recruits often saw the professional or helping aspect of the policing role as motivational.

The Police were regular visitors to our place and knew my brothers and our whānau well. One cop in particular really tried to help, even though my brothers were little shits. It got me thinking about being a cop (Recruit).

Where recruits did view the policing role somewhat negatively, this sometimes acted as an initial catalyst to think about how they might be able to do the job differently or better.

The cop was full of it. He was arrogant, aggressive and seemed to enjoy rarking people up. I thought, what a dick, I could do a better job... So maybe that's when it started (Recruit).

In a number of cases, whānau were directly responsible for the employment choices of recruits. There were examples where whānau initiated the process, and then cajoled and encouraged follow up of the application. Sometimes, the job itself had not been uppermost or a consideration for their son, daughter, niece or nephew.

The reason I joined the (service)¹⁵ wasn't my idea, it was my mother's. She did all the work, contacted the recruiting people, filled out the forms, got me to sign them and sent them in. I think she saw me going off the rails. I got an interview and that was that. Ten years later, I got to thinking about joining the Police again (Recruit).

A good mate of mine told me she thought I would be a good cop, but it was my parents who saw the advertisement for the women only recruitment seminar and encouraged me to attend (Recruit).

¹⁵ Name of service removed to protect confidentiality.

Encouragement and support from a Police officer

The support and encouragement of Police, particularly Māori Police officers enabled the recruits to see themselves in the role. A number of recruits talked about how Police officers they knew and respected had changed their lives by encouraging them to join the Police.

Having some in the job say you'd be a good Police officer, some you look up to and respect... That goes a long way (Recruit).

Also it gave the recruits an opportunity to discuss and question the Police they knew about the job and they felt confident they were being given honest answers about what the Police was like.

You can read up on the website about all the different jobs in Police, what you can do, but it doesn't feel real. Talking to (mentor) you know you're getting the real story, no bullshit. That's what you want (Recruit).

Recruitment officers were also pivotal in the journey of the recruits and their support and help in preparing applicants for the physical testing and providing honest (but encouraging feedback) helped applicants to stay on track.

My RO was awesome. Really encouraging and she put me in touch with 'x' (an Iwi Liaison Officer). Between the two of them kept me on track, kept me motivated... I wouldn't have got through without them (Recruit).

My recruitment officer was excellent, he was easy to access, I could get hold of him anytime and find out what was going on (Recruit).

In addition to the support provided by Police personnel, Police have developed various systems to assist recruits through the process. Recruits most often mentioned: the pre-tests (for the physical assessment); sample academic tests, referral to useful books or tutors and in some regions, support groups. The website was seen as a good source of information, for getting started and the women only seminars were rated highly.

I don't like large groups and often feel like I'm being singled out. So the women's seminar appealed to me. When I got there it was informal, welcoming and friendly (Recruit).

The tipping point for this recruit was being told she had won a prize, tickets to an international netball game and dinner. The group of women who attended were all at various stages in the recruitment process or serving officers. She valued the opportunity to find out more about Police in this informal setting and within 10 days she had received clearance to start the application process.

Career guidance and pre-entry courses

Formal and informal career guidance can foster an interest in joining the Police. This is typically through school career guidance counsellors or employment expo's.

Informal career guidance typically comes from whānau and friends. As stated previously, whānau also provide career suggestions and identify jobs or positions that they believe are suitable. The armed forces (particularly the army) were often suggested by whānau, whereas recruits do not recall whānau talking about or suggesting joining the Police as a job option.

Key determinants that shape motivations to join Police

As stated previously, facilitators strengthen, enhance and leverage off attractants and mitigate or downplay barriers to joining Police.

Four main factors shape motivation and perceptions of benefits in joining Police: personality, life stage/life events, perceptions of Police and being Māori.

Personality

Personal attributes, preferences and values shape motivations to join Police and recruits shared similar characteristics, most notably determination, leadership, a penchant towards physical activity and ethic of care or service. They described themselves as:

- enjoying sports and typically involved in many sports or physical activities;
- having leadership capabilities and having had leadership roles as team captains and school, regional or national representatives;
- being determined and hard-working;
- seeking meaningful and personal challenge in their professions;
- caring about and having empathy with people; and
- wanting to make a difference.

Life stages and life events

Life stages and life events are about key 'moments' where people are open to considering (or reconsidering) policing as a career. These are times when people take-stock of or reassess personal goals and priorities.

Life events (divorce, marriage, childbirth) and life stage (for example middle age) prompt people to evaluate where they are at, what they want from life and what they want in a career. This was the case for a number of recruits interviewed.

Other employment related factors such as being overlooked for promotion, wanting a more challenging position or an improved career pathway, also generated a new or rekindled interest in policing. This was also the case for a number of recruits interviewed.

Many of the recruits had stories of being attracted to policing for years before they actually applied. However, other priorities had resulted in them taking up other opportunities, only to come back to a career in Police some time later.

In terms of life stages, this research suggests that two periods are important here: Years 12 and 13 of secondary schooling and mid to late twenties.

1. In the latter school years (Years 12 and 13) there is a focus on career choices and options, by colleges, whānau and potential recruits. A number of recruits had considered applying to join Police during Years 12 and 13 but other 'easier' options (or options they knew more about) diverted them from finding out more about policing as a career or applying to join Police.

2. Recruits describe the late teen years and early twenties as the 'growing up' years. During these years they say they are self-centred and preoccupied with having a good time and living for today. By the time they reach their mid to late twenties they have matured and started to think longer term about their future and their career prospects.

Perceptions of Police

As stated previously, perceptions of Police have a pervasive influence on the overall decision about whether to join the Police. Attractants include the perceived physicality of the role, career and job related factors, emotive factors such as excitement and challenge and an ethic of service. Facilitators include encouragement and support from whānau, friends and Police mentors, career guidance and support provided by Police. What is notable in this research is that recruits tended to have positive perceptions of Police. However, where they had negative perceptions or experiences of Police, these become a motivational driver to join Police, and fuel a passionate commitment to make a difference for Māori.

Being Māori

Cultural motivations, for many Māori, are at the heart of Māori aspirations to join Police. Being Māori, and making a difference as Māori, for Māori, and particularly rangatahi are key drivers.

Māori recruits believe that they have something 'unique' to offer as Māori to policing. They believe they have a different approach to their Pākehā colleagues, and that the Māori community responds better to them. Māori recruits describe their approach as different: more patient, holistic, understanding and concerned about caring for whānau.

Irrespective of whether they speak Māori or not, they believe they are the Māori/positive face of policing and Māori respond positively to their visible difference as Māori, as well as to their ways of engaging with Māori.

Some recruits had strong cultural connection and commitment to Māori whereas for others, their connection to being Māori, to tikanga and te reo, is strengthened once in the job, by the generally positive reception they receive when engaging with Māori.

At the heart of motivations, many Māori recruits are driven by service to others, especially to Māori. The overriding motivation for many is a passionate desire to serve Māori and to create positive change in their community, in Police interactions with Māori and particularly with Māori youth.

3 Māori targeted recruitment initiatives

This section outlines and discusses the perceived benefits of the Te Haerenga roadshow to the recruitment of Māori. Regional seminars targeting Māori are briefly discussed, as are the more general communication and recruitment initiatives that recruits commented on.

NZP Māori recruitment initiatives

Overview

There were only two Māori specific recruitment initiatives that Recruits, Iwi Liaison Officers, Recruitment Officers and Managers interviewed as part of this research identified; the Te Haerenga roadshow and regional seminars targeting Māori.

This is somewhat surprising given the range of recruitment strategies reported in the 2006/07 Police Annual report and the recruitment initiatives implemented as part of the Māori Responsive Strategy (see pages 13-10). It maybe that these initiatives are not seen as explicitly targeting Māori (e.g. regional Māori seminars) or culturally based (e.g. Te Haerenga) or are simply 'lost' within the overall mix of Police recruitment initiatives.

Te Haerenga successfully generated 360 registrations of interest, however, this has translated into few actual recruits. Whilst disappointing, this is not a surprising result given the lack of a structured process to manage and follow up enquiries, and the complex array of factors that impact on decision-making and successful progression through the recruitment process.

Research participants report Te Haerenga as making a significant contribution to improving Māori and community perceptions of Police. Te Haerenga is said to: build connection and relevance to policing by showcasing Māori officers as role models; tap into Māori cultural motivations by showing Police as a place to be of service to Māori, and convey a clear message that there is a valued, and valuable, place for Māori in Police.

There are some limitations to the findings on Te Haerenga. It is based on a small number of interviews (16 of 37) and iwi /Māori and community perceptions of Te Haerenga are as reported by the 16 respondents who provided feedback on Te Haerenga, and not from attendees directly.

Notwithstanding the research limitations, this research suggests that 'Te Haerenga' is a story of unfulfilled potential. The full potential of Te Haerenga, its ability to generate Māori interest in Policing and to make policing a personal, relevant and desirable occupation to Māori and their whānau, has not been fully tested. Implementation of Te Haerenga (or an equivalent) as part of a national Māori recruitment strategy is suggested as meriting further consideration.

Regional Māori seminars have mostly been discontinued due to lack of interest, the current level of unprompted interest by Māori and a reluctance on the part of some Iwi Liaison Officers to promote Policing as a career to Māori due to their perceived lack of support for Māori within the current recruitment processes.

There is genuine interest on the part of some Iwi Liaison Officers in exploring recruitment partnerships or programmes with iwi. However, there is also concern about the ability of the Police to appropriately support Māori through the recruitment process. Any work with iwi therefore will need to focus on both the recruitment and the support/retention side of the equation.

Limitations: This research was not designed to test participants' knowledge of NZP Māori recruitment initiatives, nor did it define what Māori recruitment initiatives were. Participants were asked about general recruitment strategies and how well they work for Māori and what Māori recruitment strategies they were aware of and how effective these were. The information noted herein is as identified by participants interviewed as part of this research and is not necessarily reflective of NZP general or Māori recruitment initiatives and strategies.

Te Haerenga (The Journey)

During March and April 2008, NZ Police conducted a national recruitment initiative – Te Haerenga – with the dual aims of promoting policing as a career to Māori communities, and ultimately increasing the number of Māori who join the Police.

Te Haerenga brought together 12 Police officers, men and women to form a group that would do a national roadshow using kapa haka as a vehicle to attract audiences. We developed a three-hour presentation, which was made up of kapa haka bracket, a seminar, more kapa haka and introductions from the roopu and video footage (Te Haerenga performer).

Te Haerenga was a 'roadshow' that took the recruitment message out to prospective recruits and their whānau. Te Haerenga involved serving Police officers, with varying whakapapa, sharing their work stories and experiences, through a mixture of waiata (song), korero (discussion) and kapa haka (performance).

Te Haerenga hui were held in 12 centres throughout New Zealand from 17 March to 2 April 2008. "Attendance at the twelve hui was reportedly high, with large numbers of attendees indicating an interest in policing as a career. Some of these attendees went on to apply to Police and some of these have progressed to be new recruits at the Royal New Zealand Police College" (New Zealand Police, 2009, p. 2).

The overall vision for Te Haerenga was to "portray NZP as a world class organisation committed and responsive to the needs and aspirations of Māori". In addition, Te Haerenga provided a vehicle to engage with Māori communities at a local level and to powerfully reinforce recruitment of Māori as a priority. Further, it was envisaged that Te Haerenga would contribute to a rebuilding of trust and confidence and strengthen Police/Māori relationships and enhance the ability and confidence of Police to work closely with Māori.

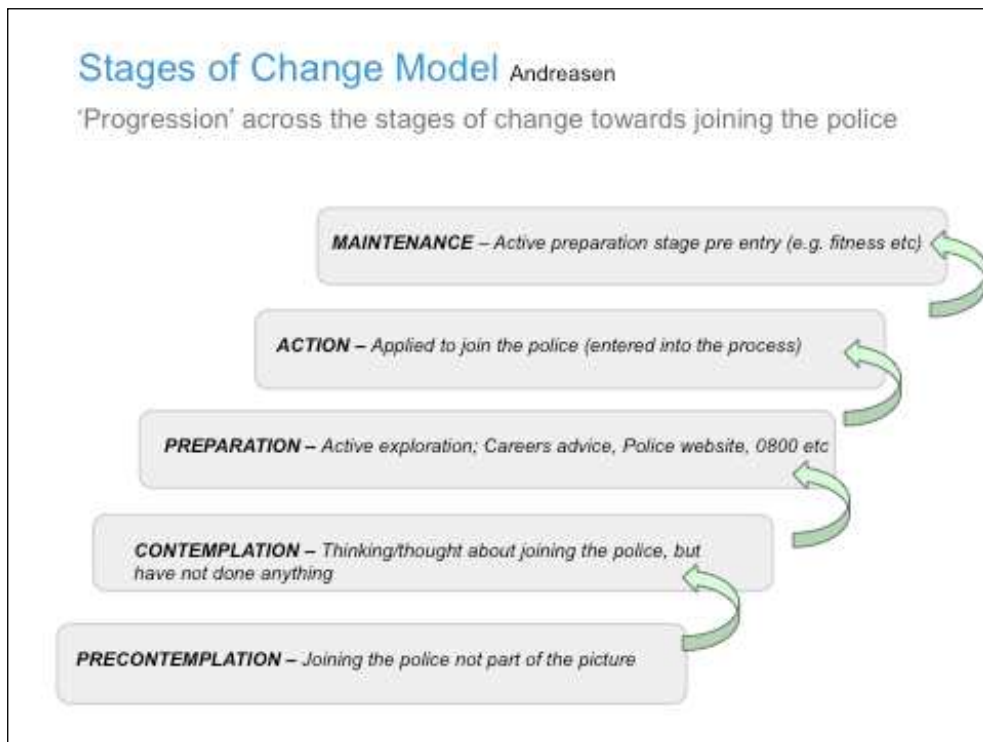
Te Haerenga aimed to attract 100 additional Māori recruits who otherwise might not have been reached by general recruitment methods. Specifically, it was envisaged that Te Haerenga (and the additional staff recruited) would contribute to the following outcomes:

- Enhance the ability of NZP to achieve recommendation 50 of the Commission of Inquiry into Police Conduct (Bazley, 2007).¹⁶
- Enhance the presence of NZP at community level particularly in Māori communities.
- Enrich the ethnic and cultural diversity of NZP.
- Enhance the institutional knowledge and networks within communities.
- Enhance the capability of NZP to meet the needs and expectations of Māori.

Understanding the decision making process

The primary programme aim of the Te Haerenga recruitment initiative was to attract 100 Māori recruits, who would not otherwise have done so, to join the Police. This is a particularly ambitious goal when considered with a Stages of Change model in relation to decision-making.

Figure 3: Stages of change model



Within a 'stages of change' model people can 'be' or enter at any point. Thus participants attending a Te Haerenga hui can be at any one of the five stages:

- Pre-contemplation: not thought of or considered policing as a career option.
- Contemplation: thought about policing as a career option, but have not actively followed up, taken any action.
- Preparation: actively seeking information on policing as a career option.

¹⁶ Recommendation in relation to Police Culture: "New Zealand Police should continue its efforts to increase the numbers of women and those from ethnic minorities in the police force in order to promote a diverse organisational culture that reflects the community it serves and to enhance the effective and impartial investigation of complaints alleging sexual assault by members of the police or by associates of the police."

- Action: have applied to join the Police force, working through the process of completing academic and physical assessments and other requirements.
- Maintenance: waiting for a place at the RNZPC and undertaking necessary activities (fitness, maintain a current first aid certificate) in preparation for training.

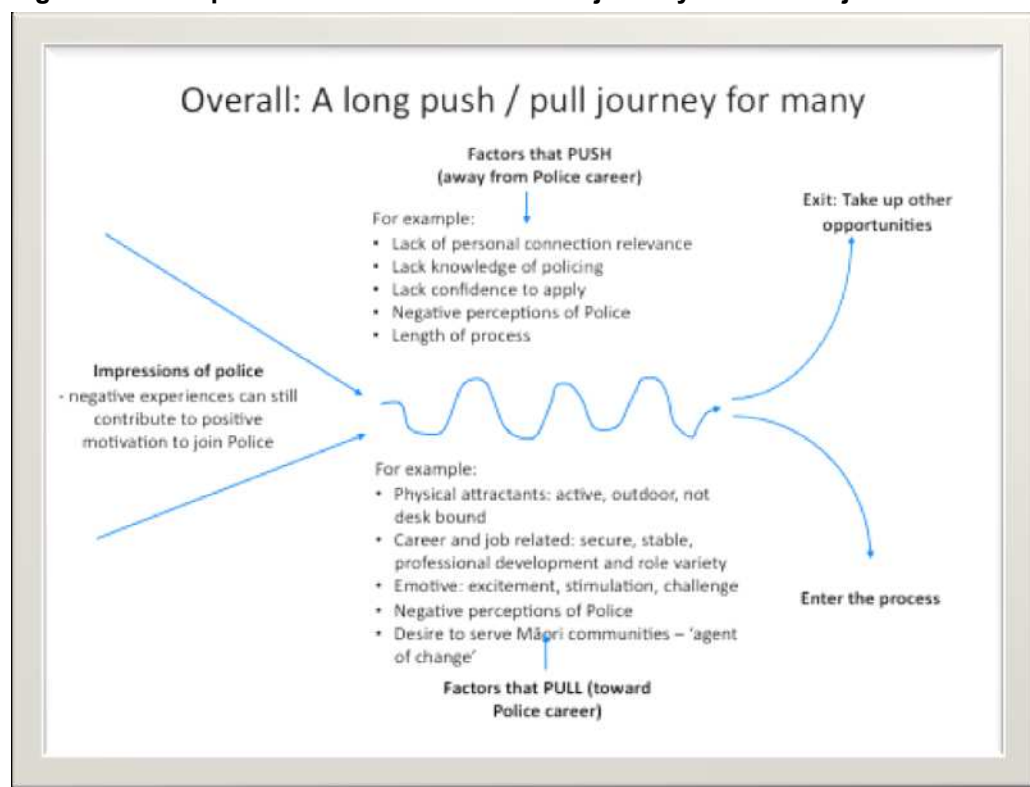
For Te Haerenga to be rated highly against the primary programme objective – particularly the rider, ‘would not have otherwise done so’, Te Haerenga would need to be:

- *sufficiently transformative* as a single initiative for participants who had not otherwise thought of joining Police (pre-contemplation) nor actively considered (contemplation) a policing career.
- *a tipping point* for those actively exploring policing as a career option (preparation) and moved them to applying to join the Police force (action) by adding to participants cumulative perceptions, motivation and knowledge of a policing career.

A Stages of Change model recognises that people are at different stages in relation to applying to join the Police and have different motivations, needs and barriers. That is, there are a range of attractants, facilitators and barriers at each stage and relevant to each person. Police recruitment strategies therefore need to take account of these stages and factors in the development of interventions and the refinement of current systems and process to facilitate the recruitment of Māori to Police. It is rare, that a single intervention would be able to address all of the needs and barriers in the recruitment process.

This research suggests that a decision to apply to and join Police is a long journey influenced by a series of push/pull factors. For Māori recruits in this research, the contemplation period was as little as three to four years for some and for others spanned more than twenty years.

Figure 4: Push/pull factors in the recruitment journey of Māori to join Police



Because of the complexity of the relationship between Māori and Police and the often, long period of contemplation there were few key triggers or tipping points in decision-making. Mostly there is a long series of push/pull moments where every step on the path is a chance to fall out of the process.

Push factors (often barriers), are factors that push people away from a Police career. For example a lack of Māori role models in Police has the potential to lead to a lack of personal relevance (it's not for me) and a lack of confidence (can I do this?)

Pull factors (often attractants), are factors that pull or draw people toward a Police career. For example employment and job related conditions and excitement and challenge are frequently mentioned.

An analysis of the content, format, structure and delivery of Te Haerenga means that to a greater or lesser extent it offers an intervention at each of the stages of change. For example, at the:

- Pre-contemplation stage: not thought of or considered policing as a career option. Intervention: Te Haerenga increases awareness of policing as a desirable career.
- Contemplation stage: thought about policing as a career option, but have not actively followed up or taken any action. Intervention: Te Haerenga changes perceptions and enhance motivations by showcasing policing as a career, as a helping profession and as change to 'make a difference.
- Preparation stage: actively seeking information on policing as a career option. Intervention: Te Haerenga make it easy to access information by promoting the 0800 number, website, by having material on hand and by identifying Police personnel who can provide information and support after the show.
- Action stage: have applied to join the Police force, working through the process of completing academic and physical assessments and other requirements. Intervention: Te Haerenga supports the taking of action and helps to overcome barriers by being motivational and by identifying and connecting up Police personnel who can provide ongoing support and information post the performance.
- Maintenance stage: waiting for a place at the RNZPC and undertaking necessary activities (fitness, maintain a current first aid certificate) in preparation for training. Intervention: Te Haerenga supports maintenance (staying committed to joining Police) primarily by being motivational. For example, showcasing officers who have made it, offering messages of encouragement as well as practical advice to maintain motivation.

As a culturally based Māori recruitment initiative, the implementation and delivery of Te Haerenga, 'touches' or provides an intervention at each stage of the decision-making process to join Police. The major theoretical limitation of Te Haerenga is its single point-in-time delivery, and the extent to which it can provide or connect potential applicants to ongoing, quality support post implementation.

Feedback on Te Haerenga¹⁷

Overview

There was mixed feedback about Te Haerenga. In the main, however, feedback was mostly positive.

People chosen to participate in Te Haerenga were from a broad spectrum of Police and it portrayed Police in a positive light. It showed there were Māori who were still Māori in the Police. It portrayed the career opportunities in the Police and mended bridges from Operation Tuhoe and it provided a positive example of Māori strategy to management (Te Haerenga performer¹⁸).

After attending a Te Haerenga performance, one recruit, commented that after listening to the Police at Te Haerenga and their life experiences (e.g. not doing that great at school) he realised he could be a Police Officer and decided to commit 100 percent to the recruitment process. He went home and resigned from his job and spent the next six months completing the physical and academic requirements.

The main criticism of Te Haerenga was the lack of marketing and promotion and the lack of structured follow-up and support to potential recruits once the show had finished.

The biggest downfall was follow-up. We lacked something specific to offer. If we had had the Te Wānanga ō Aotearoa programme in place and good coordination amongst the ILO's and RO's to follow up each person who put their name down, that would have made a difference (Te Haerenga performer).

Similarly, suggestions about how Te Haerenga could be improved upon in the future focused on marketing, promotion and improved follow up and systems for initiating contact with potential applicants. Marae based venues and working more closely with iwi were suggested as ways to improve the impact of Te Haerenga.

Main areas of positive feedback

In the main, positive feedback about Te Haerenga focused on its contribution to: improving Māori perceptions of Police and policing; making policing personally and professionally relevant to Māori; creatively providing information about the nature and range of jobs within Police; and showcasing Police as a helping profession and a place to be of service to Māori. The following quotes illustrate the points raised:

Te Haerenga contributes to improved Māori perceptions of Police and policing

As a Pacific¹⁹ person who attended Te Haerenga, I could see the pride in their (the audience's) eyes, in their expressions. It showed them a completely new side to policing. They saw the different ranking officers, the variety of jobs on offer in the Police and they were blown away. They started

¹⁷ Sixteen of the 37 research participants provided feedback on Te Haerenga.

¹⁸ To preserve participant confidentiality, as much as possible, no position or role description is noted where the respondent was a Te Haerenga Performer.

¹⁹ Recorded as Māori in Police and Te Haerenga records, but actually dual Pacific Island ethnicities.

telling others in their whānau and started picking out nephews, nieces and grandchildren who they thought should apply, who would be good in the job (Recruit).

The commentary after each show was huge, it was, “my goodness, we didn’t know that this is what the NZ Police were doing and that you do kapa haka, this is what our kids love. Why didn’t you advertise this far and wide, this place would have been packed” (PNHQ).

It (Te Haerenga) was a good successful approach with excellent feedback from the community (Iwi Liaison Officer).

It (Te Haerenga) was a holistic approach showing the Police in different ways (Iwi Liaison Officer).

Te Haerenga makes policing personally and professionally relevant to Māori

We did a commentary throughout the show saying an officer does this, where they come from, some of them come from the hardest parts of the country, you know it was mind blowing for a lot of our kids and even adults (Iwi Liaison Officer).

To actually see Māori in Police uniforms en masse was great. There were a lot of people going ‘holy, where are all these fellas from?’ So to see Māori in good numbers I think there was 12 or something, just to see them like that was awesome. To see that Māori can be Policemen, because coming from (town) there is not too many at the station, there’s probably a few Detectives and that who have gone through the ranks, but you don’t see many on the general duties (Recruit).

It made it more personal because immediately after the show members of the public were able to talk to the officers. It’s the kind of personal connection you can’t get from a pamphlet or website (Iwi Liaison Officer).

Te Haerenga creatively provides information about the nature and range of jobs within Police

It helped give a picture of what officers do, that we don’t just spend all of our time locking our people up (Iwi Liaison Officer).

It was bang on, the makeup of the officers involved as role models, all sharp, and we had every rank represented from constable to sergeant to senior sergeant to inspector to superintendent, and even our Police officers across the country hadn’t seen a line up like that with everybody of all ranks in the organisation represented and taking this out to attract our people, so that whole engaging process was huge (Iwi Liaison Officer).

Te Haerenga showcased policing as a helping profession

What it did was focus on the more positive aspects of policing, the community service and helping role of Police. I think it helped to diminish views of policing as being solely about law enforcement and locking people up (Iwi Liaison Officer).

I could see the pride in the eyes, just watching the performance. They were blown away. Afterwards they kept on saying, I didn’t know, I didn’t know. I didn’t know that they did all of those things in the community (PNHQ).

Te Haerenga made visible a role for Māori in Police

It was a huge opportunity for us to convince our people that it's OK to be in the Police, and OK to be Māori and in the Police (Te Haerenga performer)

What it conveyed to potential recruits was "with your skills and beliefs you can actually come and be a part of this and do the job" (Iwi Liaison Officer).

They (the performers) were able to demonstrate the skills that Māori have and can transfer to the mahi through the use of mau rakau (traditional weaponry) and kapa haka (cultural performance) (Iwi Liaison Officer).

Additional areas of positive feedback

Additional positive feedback pertained to: the organisational commitment to Te Haerenga (and Māori recruitment); Te Haerenga as a positive example of an innovative, culturally-based approach to recruitment of Māori; and the personal and professional benefits derived by staff involved in developing and delivering Te Haerenga.

Organisational commitment

There was also positive feedback about the commitment of NZP senior management to Te Haerenga and its goals and purposes. The attendance of some senior staff, and some more than once, at Te Haerenga hui was seen as an endorsement of Te Haerenga and the recruitment of Māori as an organisational priority.

At one level it was a vehicle into the community, to tell a positive or different story of Police. At another level it was about Police exploring different ways of working, of testing out what we need to do to recruit Māori. So we were learning as we go (PNHQ).

It was also about getting out on the road and testing what it is that would attract our people to the job. It was about seeing the face of their own people in front of them? It was also about how could we seek to attract Māori with strong Māori backgrounds, knowledge and skills, particularly te reo Māori... It was an attempt to change the face of this organisation to Māori... And in a big picture sense to work with iwi... who better than their own to work with their people? (PNHQ).

The attendance of the Commissioner, Deputy Commissioner and some District Commanders at Te Haerenga performances was tangible evidence of their support for Te Haerenga and the recruitment of Māori as a priority (PNHQ).

Innovative, culturally-based approach to recruitment of Māori

There was also positive feedback about Te Haerenga demonstrating, to Police management, the potential of a culturally based approach to recruitment of Māori. It was hoped that given its initial success, Te Haerenga would receive management support and endorsement in the future.

There has been positive feedback from management and at some stage it is hoped that they will perhaps grow Te Haerenga (PNHQ).

It provided a positive example of a Māori strategy to management (Iwi Liaison Officer).

We achieved the objectives we set out to achieve – we got 360 names of interested people (Iwi Liaison Officer).

It was the first time we (Police) had stepped out of the square (Iwi Liaison Officer).

Personally and professionally rewarding for Police personnel

Police personnel involved in management or delivery of Te Haerenga also commented on the positive benefits of being involved in Te Haerenga, particularly in relation to tikanga Māori.

On a personal level, it was an opportunity for me to get back into my tikanga. I don't have many opportunities to do that in my current role. (Te Haerenga performer).

My involvement allowed me to go back and get stuck into kapa haka (Te Haerenga performer).

It has given us a good support network especially in Auckland (Te Haerenga performer).

That was fun, fantastic and the rōpu was fabulous. We all believed and wanted it to be successful. It was one of the hardest and most rewarding things I have done (Te Haerenga performer).

Negative feedback on Te Haerenga

The main criticisms of Te Haerenga focused on the lack of marketing and promotion of the initiative internally and within Māori communities and the lack of structured follow-up and support to potential recruits once the show had finished. There was also some criticism about the lack of marae or Māori specific locations used as Te Haerenga venues, a questioning of the strength of Iwi Liaison Officers relationships with iwi and of the level of awareness and commitment of Recruitment Officers nationally.

We (Te Haerenga) were undersold. Local ILO's were responsible for follow-up and there wasn't a lot of guidance to them (Iwi Liaison Officer).

Lack of marketing and promotion

I don't think we did a lot of marketing at the time and, in hindsight, we needed to have done a better job marketing it internally to our staff, particularly RO's and externally in Māori communities (Iwi Liaison Officer).

We attracted a good audience but numbers were variable across the country. There were lots of comments from those attending the hui that we needed to have done more marketing and get the message out wider (PNHQ).

We were in (city) and the RO there said, "my apologies. I didn't realise that this show was going to be like this and how it was going to attract young Māori into the organisation." He was apologetic for the lack of work and preparation that had gone into it on their part, when there was so much passion and commitment on our part and from the National office (PNHQ).

Lack of follow up and coordination of key people

We did not take full advantage of the momentum gained and ensure appropriate levels of follow-up would be in place. (Iwi Liaison Officer)

The follow-up of the people that expressed interest in the Police was not very good. The names went back to the RO's and in situations where the RO was non-Māori and not fully briefed about Te Haerenga or particularly encouraging, I am not confident that the people would have been contacted. The ILO's would have liked to have been involved in following up with the people at Te Haerenga (Iwi Liaison Officer).

I ended up with 40-50 names to follow-up with at the end, but a lot of them were not eligible as they had convictions, couldn't manage the physical or had disabilities. Some made it on to the Unitech course; of the total number it translated to 4-5 people on the course. I would be interested to know how others went with their list. (Iwi Liaison Officer).

Lack of Māori specific locations

In the debrief we had, we thought we could have gone to more marae and Māori events instead of going mainly to institutions, wananga and community halls. (Te Haerenga performer).

I would have thought that if we had our relationships right we would have had them (the Te Haerenga hui) in different places, to what we had them. That's the one that told me that we weren't as sharp in our relationships with local communities as we thought we were (PNHQ).

Feedback on 'other' recruitment initiatives

As stated previously, there were only two Māori specific initiatives that Recruits and Iwi Liaison Officers mentioned; Te Haerenga and Regional Māori seminars.

We have been told to get as many Māori as possible. Is that a strategy? (Iwi Liaison Officer).

This is somewhat surprising given the range of recruitment strategies reported in the 2006/07 Police Annual report and the recruitment initiatives implemented as part of the Māori Responsive Strategy (see pages 13-10).

As part of its NZP general recruitment marketing and communication strategies it is clear that some of these communications have been partially or fully tailored to a Māori audience. For example, placement of print advertisements in magazines with a high Māori audience e.g. Mana and the use of Māori officers in the stories and photographs.

Recently there's been a change to focus on Māori and PI and we have real people standing there talking to kids. This is much more strategic (PNHQ).

It maybe that these initiatives are 'lost' within the overall mix of recruitment initiatives, are not seen as explicitly targeting Māori (such as the regional Māori seminars) or culturally based (such as Te Haerenga). Further it may also be that the interview process and the questions about Te Haerenga meant that research participants' focus was on culturally based recruitment initiatives.

Some regions have run Māori (only) seminars. Recruitment Officers commented that these seminars had generally been poorly attended (in contrast to Asian seminars which had been well attended) and most regions have stopped running Māori seminars at present. This is partially because there is a steady but small flow of potential recruits, including some Māori recruits, presenting each week.

At the moment we're probably getting two enquiries from Māori every week. Some weeks as much as three or four (Recruitment Officer).

Most Iwi Liaison Officers are reluctant to actively recruit because of the perceived lack of support by Police for recruits. The current long waiting times to get into RNZPC further exacerbate Iwi Liaison Officers' reluctance to actively recruit Māori.

Further, some regions have withdrawn from their regional career expo because they have so many applicants in the process or on the waiting list and they feel it is pointless to pro-actively recruit more given the anticipated two-to-three year process/waiting time in their regions.

Work with iwi

Iwi Liaison Officers facilitate and support individual Māori to join Police (as do other Māori and non-Māori officers generally). However, this is not part of a formal recruitment strategy or agreement with iwi but is a typically a personal response to requests for advice and support. Some Iwi Liaison Officers expressed concerns about the lack of support for Māori in the recruitment process and were therefore at times reluctant to promote policing as a career to Māori.

Two examples are mentioned to illustrate the lack of support for Māori in the recruitment process. First, a young Māori male, in his early twenties being turned away because te reo Māori was his first language; and second, a 36-year-old male, with 10 years armed forces experience was declined due to of a minor conviction at age 14.

This seeming intransigence on the part of NZP means Iwi Liaison Officers, who are ideally positioned in the community to engage with hapū, iwi and Māori organisations, are reluctant to actively promote policing as a career.

I'm afraid to set our people up because they may not be supported in the process (Iwi Liaison Officer).

The potential to work more closely with iwi through a formalised agreement and process to recruit Māori to Police was suggested, and there is a genuine interest in exploring this more fully with iwi. As stated previously, there is also concern about the ability of the Police to appropriately support Māori through the recruitment process. Any work with iwi therefore will need to focus on both the recruitment and support side of the equation.

A formal approach to iwi needs to be managed carefully by Police, perhaps working with one or two iwi as a starting point.

4 Levers for change

This section outlines suggested improvements that could be made to Police initiatives and processes for recruiting Māori. Suggestions are presented in relation to two broad areas of the 'journey' to joining Police; recruitment and support. Recruitment suggestions focus on raising awareness of policing as a desirable career and enhancing motivations to join Police (at the pre-contemplation and contemplations – the first two stages in the stages of change model). Support suggestions focus on improving access to information and providing encouragement and practical advice to assist applicants complete the necessary tests and assessments and to maintain their motivation and commitment to joining Police.

Suggested improvements to Police initiatives and process for recruiting Māori

Overview

Suggested improvements are outlined in relation to two areas of the journey to joining Police; recruitment and support.

Recruitment suggestions focus on raising awareness of policing as a desirable career and enhancing motivations to join Police. The primary suggestion, which has many strands, is to change Māori perceptions of Police and policing by showcasing Police in a positive light and tapping into the motivations that influence Māori to apply to and join Police. Increasing the visibility of Police in the community and in the places and settings that Māori gather is also considered to be important.

Support suggestions focus on improving access to information (preparation); providing encouragement and pragmatic advice to support applicants to work their way through the recruitment process (action) and support in the maintenance stage is about helping applicants stay committed to joining Police, while waiting for notification of their RNZPC start date. A range of support processes and mechanisms in the recruitment process is then discussed including: pamphlets, seminars, pre-entry training courses, scoping and Police College.

Suggestions in relation to systemic processes include: review of the rationale and evidence base of assessment and test criteria, proactive management of the Police College waiting list and an organisational commitment to achieving equity and diversity in Police workforce.

Limitations: This research was not designed to review the suite of Police recruitment initiatives and communications. Specific suggestions were sought from research participants about how the recruitment process could be improved for Māori. Whilst some participants identified aspects of the current Police recruitment process thought to be working well for Māori, participant suggestions typically focused on aspects of the recruitment process perceived not to be working well. Quotes are used to illustrate the impact of communications or activities, which are reported as 'missing the mark' for some Māori. However, the extent to which participant feedback reflects current communications or recruitment practices was not assessed as part of this research.

Recruitment suggestions

Changing Māori perceptions of Police

Perceptions of Police have a pervasive influence on decisions about whether to join Police. This research suggests that changing Māori perceptions of Police is fundamental to raising awareness of policing as a desirable career option. Short, medium and long-term strategies will be needed to achieve this aim. However, it is unlikely that changing Māori perceptions of Police will be addressed solely through a series of recruitment initiatives. Rather, it is likely to be located within a wider Police/Māori relationship strategy.

Communications

Many of the suggestions focus on the development of communications, where Māori Officers feature prominently and communications connect with and have relevance to Māori. Importantly, NZP has already made some inroads in this area, as part of its general marketing and recruitment communications. For example, the better works stories campaign (see [http://www.newcops.co.nz / AboutTheForce/BetterWorkStories](http://www.newcops.co.nz/AboutTheForce/BetterWorkStories) for the website example) introduced in 2007 focuses more on the perspective of individual officers who highlight stories from their work in plain everyday language. NZP report that this more personalised style of communication is reflected in all current marketing material and promotional material including the website.

Specific participants communications suggestions are noted in the following table.

Journey stage	Suggestions
Recruitment	<p>Make communications more personal and relevant.</p> <ul style="list-style-type: none"> • Highlight Māori officers in Police in promotional material generally and in recruitment communications. • Show Māori officers as members of Police teams or groups involved in sporting and cultural events. • Include more emotional and holistic experiences e.g., through story telling, physicality, transformation (making a difference). • Provide a sense of what the job is like, and the variety in the role. • Reflect alignment to Māori values in communications e.g. team environment, working towards common goals, show Police providing support and assistance to each other and to the wider community (links to values of whānau, awhi, manaaki, tautoko etc). • Messages that call potential recruits to take action (e.g. ring now) were suggested as particularly thought provoking, energizing and effective. <p><i>I was listening to the radio and it was presented using negative statements. If you don't want an exciting job, if you don't want a challenge.. I'd been thinking about joining Police for a while as I was unhappy with my career prospect. That (radio advert) got me going and I made the call (Recruit).</i></p>

School based activities

A number of suggestions are put forward in relation to school as a way of developing positive perceptions of Police as early as possible. The table below details the specific suggestions.

Journey stage	Suggestions
Recruitment	<p>Schools</p> <ul style="list-style-type: none"> Run Police awareness and education programmes²⁰ in selected schools. Ensure there are always Māori officers in all programmes that go into schools. Māori speaking officers tasked with visiting kura and kohanga reo. Promote Police in schools as early as possible (to build a positive perception of Police as soon as possible). Reconsider the benefits of recruiting directly from secondary schools. <p><i>Eighteen year olds are too young, and have no life skills (Recruit).</i></p>

Police teams participating in sporting, cultural and community events

In addition to a presence at sporting, cultural and community events the establishment of sporting teams and kapa haka group/s is suggested. The underlying message is for Police to “be where Māori are and foster relationships”.

Māori and PI need that relationship contact, you need to be where Māori and PI are at like sports Waka Ama (traditional canoe racing), Pacifica, you need to physically recruit them, PI and Māori, just handing them a pamphlet isn't going to do it (Recruit).

Other suggestions put forward are outlined in the table below.

Journey stage	Suggestion
Recruitment	<p>Sporting, cultural and community events</p> <p>In addition to a specific recruitment presence at sporting, cultural and community events:</p> <ul style="list-style-type: none"> Establish a NZP ropu who could perform at events like Matatini²¹, Matariki²², Waitangi Day. <p><i>Police kapa haka works well. Maybe we need to be sending them to the nationals each to compete and to meet and greet/showcase Police (Recruitment Officer).</i></p> <ul style="list-style-type: none"> Police sporting teams participate at Māori sporting events or sports where there are good numbers of Māori e.g. Waka Ama, Touch, Pa wars. <p><i>We have a recruitment presence at Waka Ama, but we could be smarter and leverage off these events (Recruitment Manager, Recruitment Officer).</i></p> <ul style="list-style-type: none"> Get Māori Officers involved in community events particularly those known to attract Māori attendance and participation e.g. iwi cultural festivals <p><i>Ngā Puhi have an annual iwi festival every year, so do other iwi, so we should be there as iwi participants and as recruiters (Iwi Liaison Officer).</i></p>

²⁰ Staff of 10, running a school camp ‘new beginnings for young people. General camp, with 40 (near) school leavers, who had to apply, submit a CV; and parents/applicant interviewed. Contact maintained by Officers with students post the course. 72% (29/40) entered NZP recruitment process. Not solely focused on Police recruitment but life and careers generally.

²¹ National Kapa Haka competitions held biannually.

²² Māori New Year celebratory events, held throughout the country.

Mentoring by Māori Police a key strategy

There are three factors at play here.

- First, Māori recruits are keen to mentor other Māori going through the recruitment process.
- Second, Māori recruits themselves are talking up the Police as a career to young Māori whenever they are out in the community and in schools.

I say to every person I meet, have you thought about a career in the Police, I went to a 21st on the weekend and all they want to do is talk about my job (Recruit).

When I'm out in uniform and I'm talking to some of the young ones I'll say so when are you joining? And one of them said I can't run one or two of those people may actually make good officers, I just do it, I just think well you never know I talk to a few young ones like they'll oh you're Māori and I say yes why... and I say so when are you joining and they say Oh I don't like running and I say well I didn't like running but if I can do it you can do it, there's interest there I just think that maybe Pacific or Māori need a little bit more push... you still had that self doubt can I get through it, maybe I'm not that smart (Recruit).

- Third, we know that Māori seeing Māori Police, out and about in the community going about their normal policing duties, improves Māori perceptions of Police and helps to build relevance and personal connection to policing as a career. Specific suggestions include:

Journey stage	Suggestions
Recruitment & Support	<p>Mentoring</p> <ul style="list-style-type: none"> • Encouraging local Police Officers to be pro-active and recruit 'on-the-streets'. <i>The best recruiters are already in the force! (Recruitment Officer).</i> • Providing opportunities for Māori Officers to mentor Māori in the recruitment process. • Māori Officers have Māori recruitment and or recruitment mentoring and support roles and responsibility, specified as part of their performance appraisal/job description. <i>Need to put some onus back on Māori officers. They need to nominate one person each year, bring them to a seminar and they and us (Police) will support them through if they decide to proceed on (Recruitment Officer).</i>

Support suggestions

Support suggestions focus on improving access to information (preparation); providing encouragement and pragmatic advice to support applicants to work their way through the recruitment process (action); and support in the maintenance stage is to help applicants stay committed to joining Police, while waiting for notification of their RNZPC start date.

There were some excellent examples of support provided to recruits by Recruitment Officers and to a lesser extent Iwi Liaison Officers. This included Recruitment Officers:

- proactively ringing up applicants to see how they were going;
- offering encouragement whenever they talked to/contacted applicants;
- providing information about support groups and resources;

- keeping applicants informed about where they were on the waiting list and providing an indication of when they might expect to start Police College; and
- reminding applicants in a timely manner about certificates or tests they need to redo to maintain their currency.

As discussed previously there were also examples of Recruitment Officers who were reported as not being helpful and at times seen by recruits as obstructive. Some Iwi Liaison Officers feel they could play a greater role but feel they are 'blocked' by some Recruitment Officers from doing so.

There appears to be gate-keeping by some of the Recruitment Officers in the regions who do not give out any information about potential Māori recruits so that Iwi Liaison Officers are unable to provide support (Iwi Liaison Officer).

As stated previously, this research suggests there were few key triggers or tipping points in decision-making. Mostly there is a long series of push/pull moments where, every step on the journey is a chance to fall out of the recruitment process.

Therefore all touch points (potential support points) need to pull Māori towards the Police rather than push Māori away. The ongoing push / pull on the journey means that all interaction ideally needs to be aligned to Māori values and styles of communications.

They had lots of written stuff but I wanted to 'see' what Police would 'feel' like (Recruit).

Pamphlets

Earlier pamphlets were seen as boring, unprofessional and hard to understand. More recent pamphlets, whilst improved, are still seen by some applicants to use language that is confusing or obtuse (process and Government speak).

I looked over the earlier pamphlets but found them muddled, hard to read, they put me off (Recruit).

The career counsellor gave me a boring old pamphlet; it didn't inspire me at all (Recruit).

It's just words, nothing behind them, I didn't know what they meant (even feels this with new pamphlets) I'm from a manual background, unless it was explained I couldn't understand it (and) they need to spell it out in layman's terms. It sounds brilliant, really flash words but they mean nothing, the words just bounce off my eyeballs (Recruit).

This research did not 'test' specific pamphlets and the extent to which these communications are still being used is unknown. However, the quotes illustrate the importance of ensuring that the language and style of communications is accessible to the broadest range of applicants. Specific suggestions to improve pamphlets are outlined in the table below.

Journey stage	Suggestions
Support	<p>Pamphlets</p> <ul style="list-style-type: none"> • Need simpler language and more emotion/emotive connection. • Include stories where possible to communicate the richness of the emotive experience. • Talk more about the human side – where policing provides the opportunity to help. • Avoid process and Government language – use lay language. • Include visuals and especially Māori faces. • Include visuals of support (Police camaraderie) and helping (Police in Māori communities). • Use lay language where appropriate. • Communicate the emotive and functional benefits.

Police website

Recruits commented that all pages on the website provide valuable information. Whilst recruits provided general feedback on web-pages (improved navigation, more picture and video clips) they did not make detailed suggestions about particular pages. As the interview process did not include access to a computer, it is unlikely that any feedback, except if it was extremely positive or negative, would have been particularly useful given its general nature. Also, at the time of interviewing, recruits appear to have 'moved-on' from use of the website. Further, it is not clear, how much they used the functional capability of the website. For example, 'take the test'.

Similarly, none of the recruits interviewed recall using or being offered desktop coach²³.

Seminars

As there appear to be no or few specific Māori recruitment seminars operating, Māori recruits will need to attend the standard/general seminars. Overall, there is a sense (from the recruits interviewed) that seminars generally are in need of an overhaul and variable delivery is putting some people off.

On the positive side, seminars were seen as mostly providing a good overview of the process, an opportunity to meet Recruitment Officers and for some, an opportunity to meet other applicants. Participants were highly positive about the use of individual officers, within a seminar, talking about their job or position with Police.

Seminars were also variously described as intimidating, alienating and impersonal and lacking inspiration and motivation.

It was just a talking head, the sergeant wasn't very funny or enthusiastic, it was death by PowerPoint, ...there were lots of "dickheads" there asking stupid questions...I felt isolated, no one to hang out with ...I got out ASAP ...I fell by the wayside a bit after that... (Recruit)

²³ Desktop Coach is an interactive computer-based tool designed to help people who are in the process of becoming a cop. It provides planning tools, access to additional resources and forums applicants can use to chat with other potential recruits. Source: <http://www.newcops.co.nz/DesktopCoach/LandingPage> downloaded 31 July 2009.

Nothing inspired me, it felt like I was back at school, someone at the front preaching, you walk in, don't know anyone, it was all quick fire, gave us lots of bits of paper and I left, only had two staff for 30 odd people ...you don't feel comfortable saying anything, it was all the Pākehā guys piping up, a lot of the PI and Māori were just sitting back, it was like school, teachers at the front of the class ...feeling scared to say anything in case you seem stupid or you're wrong... They needed more staff at the seminars (Recruit).

The room setup for some seminars is not always ideal as some recruits report not being able to clearly hear or see what was going on depending on the size of the room and the number of people attending.

Some people at the back couldn't even see or hear what was going on, or what was happening, as they were coming out people were saying, didn't hear a damn thing (Recruit).

Specific suggestions are outlined in the following table below.

Journey stage	Suggestions
Support	<p>Seminars</p> <ul style="list-style-type: none"> • Ensure the seminar room is well set up and limit numbers if necessary. • Avoid the talking head at the front of the class. • Create more emotion and rapport. • Put people in small groups; a quick mihihihi creates bonding and the opportunity for recruits to network and set up their own support groups. <p><i>Should have been able to ask what ethnic group and at least tried to mix up the groups...create smaller groups so could say hello and know each other a little (Recruit).</i></p> <ul style="list-style-type: none"> • Reaffirm the decision to join; talk about the benefits, don't just talk about the process. <p><i>They need to find ways to build the passion and excitement. This is what sustains you through the waiting process (Recruit).</i></p>

Māori applicants are looking for a more personalised form of contact. This may be as simple as ensuring all attendees at the seminars have name tags, having sufficient staff available so that recruits can talk in small groups and or set up appointments and/or exchange emails with the Recruitment Officer.

It will benefit all applicants, including Māori if sufficient time is given over to ensuring the room is appropriately set up (i.e. people are able to hear).

At a minimum a brief round of introductions, between recruits, could be facilitated in small groups. This is akin to the mihihihi process and is an acknowledgement of that person, their mana and their humanity.

Māori applicants would value the opportunity to talk in small groups, albeit briefly, and to get to know some of the attendees present in the room. Again this is a continuation of the mihihihi process but also, on a pragmatic note, helps to build possible support networks should attendees decide to continue with the process.

Ideally, Māori are looking for a welcoming and inviting forum, which acknowledges them as Māori.

I eventually attended a Māori/PI seminar, it was much better. They had several staff instead of one talking head, it was informal, more human, real. They joked, they surrounded the room beside us instead of just sitting up the top (Recruit).

This is a critical stage at which it is highly possible for Māori to drop out of the process – before they've even got started.

Other suggestions in relation to seminars include:

Journey stage	Suggestions
Issue Seminars held in Police stations can feel intimidating, especially when Police are in uniform	<p>Seminars</p> <ul style="list-style-type: none"> Consider holding seminars in a neutral location, and consider marae, kohanga reo, kura as possible seminar venues. Consider having a mix of uniformed and non-uniformed Police at seminars as well, to help put people at ease. <p><i>They need to sit down and listen to people in the seminars because otherwise you just feel like another statistic, ... so from a Māori perspective you think, 'stuff ya', can't be bothered, it's easy to be put off, get defensive, if they're there to help, they need to offer that time to talk (Recruit).</i></p> <p><i>After my first seminar I felt really disheartened and annoyed (Recruit).</i></p> <p><i>They're speaking in the wrong language, they're not using lay terms... At the seminars, I'd be been with some of my friends and I had to explain it for them in a language they understand... It's not because they're dumb, its only because they haven't been around people that talk like that. ...so they start going oh I can't do this (Recruit).</i></p>

Whilst most recruits had not attended Te Haerenga or a Māori seminar, as stated previously, some did not want to be singled out, by attending specifically Māori forums.

Irrespective of whether it is a general or Māori specific recruitment seminar being delivered, some thought about how to make the environment more welcoming for all, would also benefit Māori.

Pre-entry training courses

Recruits who attended these courses spoke highly of the support, knowledge and help they received, as did Recruitment Officers.

I found the Unitech course really helpful, used to have study group at home on Friday afternoon, we would go online get problems to solve, mentor, help each other – the relationships forged in class were helpful... Once I got into the class that's when I got excited (Recruit).

The Unitech experience works. We have 75 to 80 percent of these graduates go on to college (Recruitment Officer).

It appears that the pre-entry courses are providing an environment in which Māori feel comfortable. In these environments Māori grow in confidence and this makes knowledge acquisition and participation easier. These courses are reported as providing some traction in terms of retaining Māori in the recruitment process.

Wānanga have in recent years been a magnet for Māori and the expansion of the pre-entry courses to Te Wānanga o Aotearoa bodes well for increasing the number of Māori who enter the Police recruitment process overall. In addition, the 'kumara vine' that operates in wānanga and similar Māori settings, will also be a useful form of marketing and promotion to the wider wānanga audience, the vast majority of whom are typically Māori or Pacific.

The following table outlines specific suggestions for the pre-entry courses.

Journey stage	Suggestions
Support	Pre-entry courses <ul style="list-style-type: none"> The length of the course could be longer. More coverage of paperwork and time management. Communicate why some things are included – e.g. during college people do not realise the amount of evidence / court work skills needed.

Scoping

By the time recruits participate in scoping²⁴, the 'end', in terms of completing the assessments, is in sight. All of the recruits were excited about scoping and saw it as an opportunity to see first hand, what the job was really like. Scoping was a checklist for both Police and recruits that joining the Police was really what they wanted, and were suited to.

Whilst recruits variously felt they had poor, adequate, good, and excellent scoping experiences, only one recruit mentioned seriously considering not continuing on. However, scoping is a necessary part of the recruitment process for recruits and Police alike, even if it does provide another opportunity for recruits to drop out of the process.

Journey stage	Suggestions
Support	Scoping <ul style="list-style-type: none"> Make the reflective practice mandatory. Consider making the formal interview after the scoping, so recruits can pick up on things that happened during scoping.

Police College

Recruits report that Police College is overwhelming, but there is lots of support available to help recruits pass. The challenge of Police College is well documented and recruits comment on two aspects only: being away from whānau and friends and the volume of work. That said, there was a sense that for recruits it was just a matter of application, working hard, getting help when needed and they would get through. There was also a sense that previous recruits had all been through the same process, and it was simply the last hurdle to surmount, in order to 'join the club'.

It's a full on journey – they drag you through everything emotionally and physically, put us in scenarios of what its like out there but I loved it, met amazing people, good group of friends (Recruit).

It challenged me in ways that I didn't know I could be challenged. I thought it will make me or break me, (and) I had to have courage... believe in myself (Recruit).

²⁴ After recruits have completed academic and physical tests and other assessments they spend 40 hours accompanying Police staff on shift.

System level levers

Three other aspects generated significant discussion. First, questions about the relevance and applicability of some assessment criteria for Māori; second, management of the waiting list for entry to RNZPC; and third, the achievement of equity and diversity in the Police workforce, particularly with respect to Māori.

The rationale and evidence base of assessment criteria

There was some concern expressed about the perceived cultural bias of some assessments. Some Recruitment Officers and some Iwi Liaison Officers feel the recruitment tests are not an appropriate way to measure capability or capacity of Māori to perform the role of a Police Officer, and those with a strong command of written English fare better. They suggest a more hands on approach, such as scenario-based role-playing would provide a better indication of how recruits would perform when faced with these types of situations in practice.

The testing is not a hand- on approach, which would suit Māori better. Scenario based role-play in certain situations such as 111 calls or domestic violence situations would give a better sense of what a person is capable of, how they would react under pressure (Recruitment Officer).

Recruitment tests are biased to those with a good understanding of English (Iwi Liaison Officer).

In addition, some Recruitment Officers suggest a need for greater consideration to be given to the balance between academic tests and personal traits required in the job. A review of the physical requirements and competencies is also suggested.

And the personality profile of particularly Māori and PI people actually is more important than what the academic test is (Recruitment Officer).

The physical requirements are ludicrous. I haven't chased someone for five years (Iwi Liaison Officer).

A recent report (Cerno, 2007) concluded that most current entry standards are appropriate and, in the main, robustly linked to operational demands. Despite this finding, clarity around the basis for some or all assessments and requirements was wanted.

I know why the swimming test, because the public expects Police to be able to swim and save them if drowning. But I don't know why the 34 press-ups. I know why press-ups, but why 34? (Recruitment Officer).

Further, there is also a sense that assessments are not consistently applied across the board. For example one recruit reported his formal interview (step four in the process) being nearly three hours in duration. At the time, the recruit thought this was the norm, only to find out from colleagues that the interview is usually about one hour long. In the absence of any explanation of why this interview was longer than normal, and given the rocky relationship that the recruit had had with the Recruitment Officer, this recruit assumed it was an endurance test. Certainly the recruit felt it was, and decided to 'stick it out' come what may, despite feeling like he was being 'put through the ringer'.

It is not clear to what extent, current assessments and requirements are open to interpretation, particularly where there is not a clear pass fail mark. These types of decisions, albeit based on criteria, often require a level of personal judgment to be applied. There is a feeling that Māori are more likely to be disadvantaged within such a process.

The tests in the recruitment process are geared towards Pakeha (academic/pen and paper) learning (Iwi Liaison Officer).

Similarly, there are also concerns about an unofficial culture of ‘surviving the recruitment process’ being as much a part of the process as the formal assessments and requirements.

Although the recruitment process is difficult, it is a good test of how much they want the job... There are times when they will have to be patient and make sacrifices when on the job (Iwi Liaison Officer).

Again, the concern over this is not so much that it appears to unofficially be part of the recruitment culture, but the extent to which it is variously applied. Who gets to decide when this type of assessment or pressure is applied? On what basis is that decision made, and in what situations?

NZP is beginning to grapple with some of these issues as part of the development of competency based assessment in some areas. Taking leadership as an example, they are currently developing a behavioural-based assessment for use within a structured interview. Other similar work is being undertaken in relation to assessment against core Police values.

It is hoped that this work will make explicit the basis on which judgments are made, clearly articulate the standards against which competencies will be assessed, and provide an indication of merit; what constitutes an adequate, good or excellent ‘pass’ and improve both the consistency of application of Police assessments. This work will make Māori, Pacific and other ethnic minorities less vulnerable to implicit ‘cultural/personal’ values and assumptions in decision-making.

Redevelopment of assessments, tests and processes will only partially lead to consistent application. They will need also to be accompanied by internal quality assurance processes, which monitor applications and progress through the recruitment process.

Waiting list management

The current economic climate means that for the first time in more than 10 years, fewer Police are leaving the service. As a consequence, the number of applicants waiting to enter RNZP is in excess of the organisational requirements. With the exception of Counties Manukau there are waiting lists in most regions to be accepted into RNZPC and waiting times are also likely to be quite lengthy.

The offer of a place on a Police College Wing is based on the vacancy rate in the region that applicants indicated a (first) preference to be based in, post completion of RNZPC training. In each region, applicants are added to the list based on the date of their conditional acceptance letter. In general, applicants are offered a place at RNZPC when a vacancy arises in their preferred region and they have moved to the top of the list.

This ‘first cab off the rank system’ worked well when there was a shortage of Police applicants. In this current climate, where there is now an over supply of applicants eligible to enter RNZPC, it is a somewhat naive approach as it fails to take account of the ‘quality’ or ‘value add’ of applicants.

Within this approach all applicants are 'created equal' and one is as valuable as the next. However, given the diversity and equity goals of Police such an approach fails to give credence to the 'added value' that Māori, Pacific, ethnic minorities and women bring to Police. Indeed, such a process values longevity, over quality.

Further, there will be applicants, irrespective of ethnicity, who purely on the basis of talents, skills and competencies present a more optimal profile than other eligible recruits. Again, the current process does not systemically allow for the assessment of applicants based on a set of pre-determined organisational 'value add' criteria.

The preoccupation with the current waiting list management process, is the current inability of this present system, as opposed to individuals, to identify value add recruits, and actively manage them into RNZPC, balancing national goals and regional vacancies.

The implication for recruitment of Māori is that there are good quality applicants, who are also Māori, that are stuck on the waiting list. There is a real risk that without proactive management they will drop out of the system, and be lost to Police altogether.

NZP Police are very aware of the issues in relation to management of the waiting list and they plan to actively manage the candidate pool (all applicants on the waiting lists) at a national level and development of the necessary systems and processes (Recruitment Console) is currently underway. In addition, they plan to track 'priority' applicants through the recruitment process, putting support alongside where necessary, and working closely with local Recruitment Officers and using pro-active communication processes, to ensure where possible, that quality recruits are not lost to Police.

Some questions remain about why recruits are asked to indicate three regions when, for the most part, only one is used as the basis for allocation to RNZPC.

The ability to track all recruits in the recruitment process will be a valuable tool to monitor 'priority' applicants through the recruitment process. It will also provide a mechanism to monitor what support has been provided to applicants and to ensure, at a minimum, that all applicants are accessing existing system level support. For example, monitoring the provision of desktop coach to applicants.

Recruitment Console will also provide the ability to monitor the recruitment and progress of Māori applicants (and others) through the system and to identify areas that are particularly strong or weak in the process. For example at what times or at what stages do Māori typically drop out of the recruitment process; is this a national problem or are there regional pockets where this is or isn't occurring? The ability to consider questions like these will provide valuable insight for NZP to fine tune its recruitment and support processes to Māori.

Achieving equity and diversity in Police workforce

The current 'stable' Police workforce, and the oversupply of quality candidates including Māori, provides a real opportunity to make significant progress on the achievement of Māori recruitment targets and organisational goals of equity and diversity of the Police workforce.

This requires an organisational commitment to prioritise Māori, Pacific and other ethnic groups in the recruitment process over non-Māori and for this to be translated into clear messages for Recruitment Officers and Managers about how this is to be put into practice. It also requires NZP to develop rationale that clearly differentiates all applicants on the basis of their 'value' to the organisation and to determine where in the mix Māori applicants fit, as part of an organisational prioritisation process.

The development of effective systems and processes, such as Recruitment Console and the active management of the applicant pool will also be needed to support the process.

Some Recruitment Officers struggle to promote recruitment targets in the face of accusations of racism and preferential treatment for Māori (women and other ethnic minorities). NZP needs to clearly communicate that such actions are aligned to organisational workforce goals and the 'value add' they contribute to policing overall.

When set within a context of organisational equity and diversity goals, targeted recruitment of Māori and other priority groups becomes aligned to organisational need and priorities. This is a message that needs to be clearly communicated within Police and to external stakeholders.

Further, such a process will need to be driven and tangibly endorsed by senior management in NZP. Without organisational commitment from the senior leadership team and throughout all levels of the organisation, achievement of the Māori recruitment targets and the organisational equity and diversity workforce goals will flounder.

5 References

- Cerno (2007). *Stage One Report: Advice on Police Standards and Assessment Practice*, New Zealand Police.
- Drew, J., Burke, D., & Robson, P. (199). 'A comparison of indigenous recruitment initiatives across Australian and NZ Police Jurisdictions'. *Australian Police Journal*, March, 29-37.
- Durie, M. (1995). *Ngā matatini Māori: Diverse Māori Realities*, Massey University, Palmerston North.
- Ho, E. S., Cooper, J. & Rauschmary, B. (2006). *Ethnic Community Perceptions of New Zealand Police*. Wellington: NZ Police.
- Jaeger, S. & Vitalis, T. (2005) 'Ethnic Diversity in the New Zealand Police: Staff Perspectives.' *Equal Opportunities International*, 24(1): 14-26
- Mayhew, P. and Reilly, J. (2007). *New Zealand Crime and Safety Survey 2006 – Key findings*. Wellington: Ministry of Justice.
- Mossman, E., Mayhew, P., Rowe, M., & Jordan, I. (2008). *Literature Reviews about the Barriers to Recruiting a Diverse Police Workforce*. Retrieved March 28, 2009 from New Zealand Police: <http://www.Police.govt.nz/resources/#reports>
- New Zealand Police. (2009). *Request for Proposal: Investigating the flow-on effects from 'Te Haerenga' (The Journey) and other Police Māori recruitment initiatives*. Evaluation Services Team. Wellington: New Zealand Police.
- New Zealand Police. (2008a). *New Zealand Police Annual Report 2007/08*. Retrieved March 28, 2009 from New Zealand Police: <http://www.Police.govt.nz/resources/2008/annual-report/>
- New Zealand Police. (2008b). *New Zealand Police Statement of Intent 2007/08*. Retrieved March 23, 2009 from New Zealand Police: <http://www.Police.govt.nz/resources/2007/statement-of-intent/>
- New Zealand Police. (2007a). *District Equity and Diversity - Strategic Plan 2007*. Retrieved March 23, 2009 from New Zealand Police: www.Police.govt.nz/resources/2007/annual-report/
- New Zealand Police. (2007b). *New Zealand Police Annual Report 2006/2007*. Retrieved March 23, 2009 from New Zealand Police: <http://www.Police.govt.nz/resources/2006/annual-report/>
- New Zealand Police. (2007c). *New Zealand Police Statement of Intent 2006/07*. Retrieved March 23, 2009 from New Zealand Police: <http://www.Police.govt.nz/resources/2006/statement-of-intent/>
- New Zealand Police. (2006). *Policing with Confidence, the New Zealand Way: Strategic Plan to 2010*. Retrieved March 23, 2009 from New Zealand Police: <http://www.Police.govt.nz/resources/2006/strategic-plan-to-2010/>
- New Zealand Police. (2004). *Working Together with Ethnic Communities" Police Ethnic Strategy Towards 2010*. Wellington: New Zealand Police.
- Stone, V. & Tuffin, R. (2000). Attitudes of People from Minority Ethnic Communities towards a Career in the Police Service. *Police Research Series Paper 136*. London: Home Office.

6 Interview guides

Interview guide: Recruit

New Zealand Police – Māori Project Recruit New Recruit Discussion Guide (approx 2 hours)	
Research objectives 1. Explore the factors that influence Māori recruits to apply to, and join the Police (focussing on attractants and facilitators, while also noting barriers). 2. Explore the role of Police Māori recruitment initiatives (including Te Haerenga) in attracting Māori to join the Police. 3. Identify improvements that could be made to Police initiatives and processes for recruiting Māori.	
Question objectives Make sure people know this is confidential and that their comments will not be attributed to them	Research questions 1. Introduction (3 minutes) – Greetings and brief explanation of topic, timing, confidentiality, no right or wrong answers – just tell it like it is, thank them for their participation, digital recorder
Build rapport and understand their personal world	2. Personal story – Tell me a little about yourself, where you're from, your whānau... <i>parents, siblings, grew up where, childhood, teens, upbringing</i> – What you're in to, what you've been doing in the last few years... <i>work, interests, travel</i>
Help people feel comfortable, 'get into the zone'. Let them debrief their experience to date - plus start to build up the context about what they were expecting (where they got those impressions and where the fit / misfit is)	3. Where we're at now and back then (10 minutes) – Tell me a little about life as a new recruit – how long have you been in, how are you feeling? What has surprised you? – How would you describe the experience to someone that hasn't been there? – What feels great? What feels uncomfortable? – In what way is it different from what you imagined before you joined? Tell me about that.... – Where did you pick up those impressions about what it would be like? <i>Probe briefly – enough to pick up key clues / themes</i>
This is a brief overview of how they view the broader context – getting a feeling for their perception of where they fit in helps us start to build up clues about their motivations and emotional drivers	4. Societal context (10 minutes) – What are the police all about today? What is their role in the community? – In what way has this changed from the past? – Why do we need the police? What is important about the role they play? – What are the challenges that the police face today? – How do you feel the police are viewed in your community? What do they represent to people – the good, the not so good? – Where do people get these views from? <i>Probe briefly – enough to pick up key clues / themes</i> – What kinds of things need to happen to help shape perceptions positively?

<p>We need to understand the context in which their perceptions were being formed</p> <p><i>Pre-contemplation</i> What kind of information were they hearing and where from – what was preparing them – was it how the police were seen in the community, (Mana) or what they did (i.e. whether it was protecting, guiding, enforcing etc) How did they learn any of this: media, school visits, community police etc) Begin to build information about the competitive set – what was the police force competing against</p> <p>Family, friends – connections to the police</p> <p>What engagement they had with the police growing up</p>	<p>5. Decision-making journey</p> <ul style="list-style-type: none"> – I'd like us to go back in time, I'd like to understand all the things, big and small, that help people make up their mind about applying to join the police force, so let's go right back to the beginning even before you began to think about joining. <p>6. Pre-contemplation (joining the police force not part of the picture) (15 minutes)</p> <p>Forming perceptions</p> <ul style="list-style-type: none"> – Before you even thought about joining the police, when you were growing up what are the kinds of things that you felt, heard, saw, thought about the police? – Where did those feelings come from? <i>Explore fully – influencers (family, peers, events, media, school)</i> – What were the police all about for you then? What did they represent to you? Because? <i>Explore fully- heroic, protective, scary etc</i> – Did you know any one in the Police: family, friends? (if yes...where they a close friend, or relative...tell me about that...how well did you know them.....what kind of impression did they have on you... – How did you feel about their job, did they discuss it with you in anyway? What did they used to say to you about being in the Police? – What did you know about what the police did, how they worked? – Where and how did you pick this information up? – In what way did you ever have an opportunity to talk with someone from the police? Tell me about that...<i>how often, in what context, what impressions they got etc</i> <p>Forming perceptions of careers</p> <ul style="list-style-type: none"> – When you were thinking about getting a job or career what were some of the things that were going through your mind? – What were the careers or jobs you were looking at? – And what about the ones you absolutely weren't interested in...tell me about this – what were you looking for ...because? <i>Explore fully – what did a career have to have to fulfil for them...training, certainty, opportunity etc</i> – <i>If they had thought about other helping roles like social work, St Johns ambulance, teaching etc ...explore why the Police and not another helping profession</i>
<p><i>Contemplation</i> Here we want to untangle the rational and emotive influencers, triggers, perceived benefits, barriers and challenges</p> <p>We expect many things to come up here – some will be police initiatives and others will be general awareness / knowledge etc</p>	<p><u><i>Contemplation (thinking/ thought about joining the police but not done anything yet) (20 minutes)</i></u></p> <ul style="list-style-type: none"> – Tell me about when you actually started to think about joining the Police force...what were some of the things that you kept noticing or thinking about...let's list all those things out ...<i>probe to no – discuss list fully i.e. as in questions below</i> <p><i>Use list as to prompt/probe. i.e. Te Haerenga initiative (may only know it as a Māori seminar), Police in schools, Blue light Discos, television advertising, magazines / media campaigns, website, Iwi Liaison Officers etc</i></p>

<p>Things will not come up in a logical flow – so this process will be organic and iterative – the researcher will guide the respondent back and forth to ensure all underlying motivations, triggers, influences and barriers are brought to the surface</p>	<p>Triggers</p> <ul style="list-style-type: none"> – What were the events or things that really started you thinking about the police force as a career – tell me about that (who, what, where, when, how, why) e.g. <i>(draw mind map to use as a discussion tool) explore fully</i> <ul style="list-style-type: none"> ○ Where was it, how did you come to be there, who else was there, what happened, what were your reactions? ○ What were the things that stuck in your mind, what kind of feelings did you have? <p>Influencers</p> <ul style="list-style-type: none"> – Who or what was helping you in thinking about this? – Who did you discuss this with, what did they say to you? – Who or what was helpful? <i>Probe family, peers, school etc</i> – What wasn't helpful? <i>Probe family, peers, school, media etc</i> – In what way did you ever doubt yourself / your interest? – How did you feel when people or events made you doubt yourself? What did you do? <p>Imagined benefits</p> <ul style="list-style-type: none"> – What did you start to imagine that the police force could offer you? <i>probe fully - emotive, physical and rational benefits</i> – What sparked your feeling that the police could be a good career? <p>Issues, queries, worries</p> <ul style="list-style-type: none"> – What were some of the questions you had about it, what weren't you sure of, what did you want / need to know? – How did you get that information? In what way was it difficult or easy to get? What would have helped? <p>Perceived barriers</p> <ul style="list-style-type: none"> – What were some of the things that started to put you off in any way?.... <i>list out and explore fully</i> – How did you work through these things? – What would have helped you? <p>Defining moment</p> <ul style="list-style-type: none"> – So what was the tipping point, the moment when you thought, yip I'm going to apply ...and how did you feel? <i>explore fully</i> – Throughout this period what would have helped you feel more confident in working this out? <p><i>For Te Haerenga recruits (Nan) explore fully the impact of Te Haerenga initiative: when and when say, impressions, help, content, etc</i></p>
<p>Here we should be picking up definite impressions of NZP collateral and initiatives that helped in their decision making</p>	<p><i>Preparation (active explorations, careers advice, police website, 0880 etc) (15 minutes)</i></p> <ul style="list-style-type: none"> – So once you had decided, then what happened? – Where did you look for guidance? Who helped you? What was easy, what was hard, how did you know what to do and how to do it? – How were you feeling along the way?...<i>(i.e. gaining in confidence, feeling apprehensive etc)</i> – In what way did you have any doubts when you had come this far, where did these come from, what helped you get over any doubts? <i>explore fully</i>

	<ul style="list-style-type: none"> – What kind of support or hassles did you get from your friends or family? What were they doing / saying? – What did you find really helpful? Because – What wasn't so helpful? Because – What did you struggle with in any way? Like getting answers to questions, knowing what you needed to do, feeling comfortable about it all? – In an ideal world what would have been really helpful, maybe something that wasn't there that could have been?
In what way is NZP aiding the decision? When do people trip up, get off track? What are the hurdles they haven't anticipated? How could we help them to be better prepared?	<p><u>Action (applied to join the police force, entered into the process) (10 minutes)</u></p> <ul style="list-style-type: none"> – Tell me about the process of applying...how did you do it, who did you talk to? How did you feel? – What seemed straightforward? – What seemed difficult or uncomfortable? What would have helped?
What are the triggers that empower people to feel strong enough to face the odds and risk of rejection?	<p><u>Maintenance (active preparation stage, pre entry) (10 minutes)</u></p> <ul style="list-style-type: none"> – In what way did things start to get easier now you were on this path? – What started to change in your life? In the way you looked at things? – How did you go about preparing for entry? – How did you feel, who or what helped you in this?
<p>Explore their sense of identity as Māori and how they feel this contributes</p> <p>Revisit the process and see where and what they feel needs to change</p>	<p><u>Looking back (10 minutes)</u></p> <ul style="list-style-type: none"> – Now that you're a Police Officer, to what extent did being Māori influence your decision to join the Police? How come it did, how come it didn't? – How would you describe what you can offer your community / the Police because you are Māori? Tell me about that... – So all up what would have made your decision-making easier? – What are the things (events, info, talks) that you wish there had been more of? – Or the things that you see now in the Police that would have interested you quicker ...if only you had known – How did you feel about where you were placed...in what way did that impact your decision? (if not already talked about).... – What are the things that you tell your friends now? <ul style="list-style-type: none"> ○ In what way have their views changed or not? ○ What are they interested in? What do they say? – To help attract more Māori into the Police what do you feel has to happen? <p>Further comments?</p> <p>Thank and close</p>

Interview guide: NZP ILO

Interview guide NZP ILO

Introduce self, purpose of research, info sheet, consent form

1. Can you tell me about your role as an Iwi Liaison Officer? What does it involve? What's the purpose of the position?
2. Could we start with what attracted you to the police? What were your reasons for joining the police first? And what else? **Probe to no**
 - job security
 - challenge
 - excitement
 - help Māori, make a difference
 - other
3. And today, what do you think attracts Māori to Police?
 - What else?
 - Is it the same as in your day? How come yes/no?
 - Is it the same for Pakeha?
 - Are the reasons that Pakeha join the police the same as Māori OR
 - What's the difference if any between Māori motivations for joining the police and Pakeha?
4. What are the barriers to Māori joining Police? What else? **Probe to no**
 - Perceptions of Police
 - Whānau perceptions
 - Criminal convictions
 - Recruitment process
 - Time taken to get through
 - Individualistic
 - Lack of support
 - Physical requirements
 - Educational/academic requirements
 - Time on the waiting list
 - Duration of college training
 - Financial
 - Other...
5. Is it different for Māori men than Māori women?
6. What are the current general recruitment strategies you are aware of?
 - How well do you think they work for Māori? Why do you say that?
7. What specific strategies for recruiting Māori are you aware of?
 - How effective do you feel these strategies and activities are in recruiting Māori?

PROBE if not mentioned:

- What about Te Haerenga?
 - Were you aware of or involved in Te Haerenga?
 - What worked well, was good about Te Haerenga?
 - What didn't work so well in terms of Te Haerenga?
 - What could be done to improve Te Haerenga?
 - Overall how effective do you feel Te Haerenga was?
8. Thinking about the current general and targeted Māori recruitment strategies
- What are Police doing now, that currently works well?
 - What should Police do more of, less of?
9. What else could Police be doing to attract more Māori? What else? **Probe to no**
10. What else could Police be doing to support Māori through the Police recruitment and training processes? What else? **Probe to no**
11. What is the role of iwi liaison officers in terms of encouraging Māori to join Police; promoting policing as a career choice?
12. What suggestions do you have about the role or contribution that iwi liaison officers could make to the recruitment of Māori to Police?
13. The 2008/2009 - 2010/2011 Statement of intent identifies recruitment of staff to reflect the communities served as a priority; to better understand the communities in which police operate and to take account of the different service needs and expectations of rural and urban populations. Māori, Pasifika, Asian and Women are identified as priority groups.
- How effective do you feel the current recruitment processes are in relation to meeting the diversity objectives?
 - How come they are, how come they aren't?
 - What could be done to make them more effective?
14. Do you have any final suggestions about how we could encourage more Māori to:
- think about Policing as a career?
 - join Police
15. Thank and close.

Interview guide: NZP RO

Interview guide NZP RO

Introduce self, purpose of research, info sheet, consent form

16. Can you tell me about your role as a Recruitment Officer? What does it involve?

17. Can you take me through the typical recruitment process for a potential candidate?

- What happens first?
 - Then what happens?
 1. Attend a seminar. Here you will fill out an application/registration form
 2. Take part in a testing day. Complete assessments in Abstract, Numerical and Verbal Reasoning, Psychological profiling, Physical Appraisal Test (PAT), Physical Competency Test (PCT)
 3. Attend a formal interview
 4. SCOPE (spending time with police staff while they undertake their shifts)
 5. Reference checks
 6. Select your posting preference
 7. Final medical examination
 8. Conditional acceptance letter
 9. Call-up to the Royal New Zealand Police College
 10. Final PAT
- <http://www.newcops.co.nz/AboutTheForce/FAQs>

18. How long does this typically take?

19. In your experience, which parts of the process are most problematic for potential recruits?

20. What are the things that typically cause applicants to drop out of the process?

21. Coming at it from a different angle, for those who go through the process relatively easily, what are the personal or professional attributes that support them to do this?

Recruitment of Māori

22. I'd like to focus on the recruitment of Māori.
Based on your experiences, what attracts Māori to the police?
What else? **Probe to no**

Is it different for Māori men and Māori women?

23. What could be done to attract more Māori to Police?

- What are Police doing now, that currently works well?
- What should Police do more of, less of?
- What else could Police be doing to attract more Māori?

Barriers

24. What are the things that are typical stumbling blocks for Māori recruits?
- go through key steps in process – check if mentioned when being taken through the process
 - time taken to get through recruitment process
 - time waiting to enter police college
25. What could be done to support Māori to overcome the typical stumbling blocks?
26. Any final suggestions about how we could encourage more Māori to think Policing as a career?
27. Any final suggestions about how we could better support Māori through the Police recruitment and training processes?
28. The 2008/2009 - 2010/2011 Statement of intent identifies recruitment of staff to reflect the communities served as a priority; to better understand the communities in which police operate and to take account of the different service needs and expectations of rural and urban populations. Māori, Pasifika, Asian and Women are identified as priority groups.
- How effective are the current recruitment processes in relation to meeting the diversity objectives?
 - How come they are, how come they aren't

Assessments:

* **Our core competencies and values*** **Physical assessment of New Zealand Police recruits**

Rehearsals for the Physical Appraisal Test (PAT)

The Physical Competency Test

- run 2.4 kilometres
- vertical jump ability. men at least 48cm; for women, at least 40cm.
- press-ups. men this should be 34 or more; for women, 20 or more.
- a test of your grip strength. For men the combined total of both hands should be at least 96kg; for women, at least 52kg.

* **Medical requirements for New Zealand Police**

Good eyesight required; Report asthma, operations and injuries; Health Questionnaire; Final Medical Clearance

* **Personality Profiling of New Zealand Police recruits**

Personality Profiling is a written questionnaire designed to provide a picture of your likely strengths and weaknesses in specific personality areas, relevant to police work.

The assessment provides your recruiter with a guide as to what motivates you, what attitudes you have, what emotional characteristics you have, and how you handle interpersonal interactions.

* **Initial interview with your Recruitment Officer**

Certain “behavioural competencies” are essential for New Zealand Police Officers. This interview is to gather information on how competent you are in these areas and to assess your potential to become a police officer. The recruitment expert will ask you about specific examples or occasions when you have displayed the required behaviours.

* **SCOPE tests and Fingerprinting**

SCOPE is an acronym that stands for Surroundings, Conditions/descriptions, Organisation, People/prospects

* **Academic assessment**

verbal, numerical, abstract reasoning

* **PC/Keyboard skills test**

24 words per minute

* **Certificates required**

competency, first aid, advanced driving

* **Background check: New Zealand Police recruits**

What is the selection process?

- Seminar (initial contact)
- Assessment
- Acceptance and final tests
- Training at Police College
- Police Officer
<http://www.newcops.co.nz/AboutTheForce/TheJob/How>
- 1. Attend a seminar. Here you will fill out an application/registration form
- 2. Take part in a testing day. Complete assessments in Abstract, Numerical and Verbal Reasoning, Psychological profiling, Physical Appraisal Test (PAT), Physical Competency Test (PCT)
- 3. Attend a formal interview
- 4. SCOPE (spending time with police staff while they undertake their shifts)
- 5. Reference checks
- 6. Select your posting preference
- 7. Final medical examination
- 8. Conditional acceptance letter
- 9. Call-up to the Royal New Zealand Police College
- 10. Final PAT
<http://www.newcops.co.nz/AboutTheForce/FAQs>