

# **WORKPLACE BULLYING IN THE RCMP: THE EFFICACY OF ANTI-HARASSMENT TRAINING PROGRAMS**

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University of Liverpool for the degree of Doctor of Business  
Administration

by

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## **ABSTRACT**

This thesis examined the status of workplace bullying within one District of the national policing organization of Canada, the RCMP, and the Royal Canadian Mounted Police.

The intent of this study was threefold. First, to determine the rate of bullying within the workplace. Second, to determine if anti-harassment programs are effective. Third, impact of anti-harassment training programs on the organizational culture. Using action research with multiple approaches to gather overarching meta-methodology gathering meta- and micro- data incorporating qualitative and quantitative approaches. They were distinct phases to this study. The first phase was the pre-stage establishing the study's parameters and permissions from both the University of Liverpool and the RCMP. The second phase represented the beginning of 'doing' the research. The methods included semi-structured interviews, survey questions and document review. The third phase represented the stage of amassing the findings and conducting the analysis. The fourth phase represents the recommendation stage, providing summary data to senior leader and district manager teams. Phase five the Implementation stage, subsequently named, implementation interrupted, and the realities of 2020's pandemic. Each phased informed the approach and prioritizing of the next phase providing an adaptable structure.

The challenges within this organization were scepticism that anything would change regardless of the study's findings due to previous surveys and verbal commitments to change. However, those directly involved in leadership or the anti-harassment training programs were welcoming of the study. There was anticipation localized data of would inform local solutions to address this complex issue.

The results provided both short- and long-term action steps. However, the desired outcomes of the study encountered external factors, namely a pandemic that altered the end. Sound communication and presentations garnered unanimous senior leadership and district management team support for ways to enhance the existing training program, improve culture and reduce incidents of bullying.

## DEDICATION

*“Our lives begin to end the day we become silent about the things that matter”.*

Martin Luther King Jr.

To all those who have been afflicted by workplace bullying, including the leaders in their struggle to find sustainable solutions, the employees who face a bully and their colleagues who witness bullies at work. My hope is this study is one more step towards unravelling the harm bullying inflicts, and insights to leaders to accept the mantel to do more to eradicate bullies from the workplace. Ever the optimist in the quest for meaningful discourse and solution making by leaders, researchers, and practitioners.

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Graduate students are dependent on the goodwill of their study subjects. I am grateful to K Division, Lieutenant Greeno, Central Alberta District's Chief Superintendent Mehdizadeh and all the participants who made this study possible.

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## **LIST OF ABBREVIATIONS**

AH	Anti-harassment
ASTD	American Society for Training & Development
ATIP	Access to Information Privacy
BBQ	Barbeque
CABD	Central Alberta District
CAMH	Canadian Association of Mental Health
CHRP	Canadian Human Resource Professional
CRCC	Canadian Review and Complaint Commission
ERIC	Educational Research
HR	Human Resources
JSTOR	Journal Storage
KEM	Kirkpatrick Evaluation Model
KPI	Key Performance Indicators
MM	Multiple Methods
NAQ-R	Negative Assessment Questionnaire-Revised
OCAI	Organizational Culture Assessment Instrument
RCMP	Royal Canadian Mounted Police
SHRM	Strategic Human Resources Management
TL	Transformative Learning

# CHAPTER 1: OVERVIEW

## 1.1 Context

Bullying is an ongoing issue in every country regardless of economic development state, size, or political persuasion. Bullying is not a new concept but is become normalized with increasing prevalence in acts of incivility, bullying behaviours amongst public figures and across the spectrum of social media.

Organizations increasingly are recognizing harassment and workplace bullying given the associated hard and soft costs Nielsen and Einarsen (2012); (Herscovis et al., 2015). If, or when organizations address bullying, it is often under duress and the umbrella of workplace safety legislation often lacking influence and placing the burden of proof on the person being bullied. Organizations do have an active role in how bullying is portrayed, tolerated, or condoned within the workplace. These include defining what we mean by bullying, who possesses legitimacy to create organizational training documents and how basic policies and their interpretation are communicated. Training departments are conduits to communicate and impart organizational policies, processes, and practices within the context of the organizational culture to curb workplace bullying and harassment.

The RCMP has struggled with more than four thousand formal complaints involving legal action, inquiries, and commissions to understand the scale and scope of workplace harassment and bullying over the past 40 years. An examination of one district will serve as a microcosm of a complex hierarchical organization. As no one instrument measures training efficacy, nor does a single training instrument provide the context of the learning, explaining why an action learning approach incorporating MM is used. This research study will examine the impact of mandatory anti-harassment training to address workplace bullying within the Royal Canadian Mounted Police (RCMP) using an action research hybrid multiple methods (MM) approach to gather and analysis data (Cherryholmes, 1992). It will include a review of RCMP documents, internal and external reports, policies, and procedures pertinent to identifying, addressing, monitoring, or evaluating workplace bullying, and established instruments to measure training evaluation Kirkpatrick Evaluation Model (KEM) and Organizational Culture Assessment Instrument (OCAI). From a researcher-practitioner viewpoint, the RCMP will be interested in how the anti-

harassment training influences the organization; the selection of KEM offers a way to measure at both the individual and organizational level. The objective of the study findings is to identify the current state of workplace bullying since the introduction of mandatory anti-harassment training. Ideally, the aim from the findings will provide K-Division specific areas to focus on continuous improvement and necessary organizational action steps to mitigate workplace bullying.

This chapter will provide 1.1) overview, 1.2) the relevance of this study relating to bullying, 1.3) the organizational history and context of the RCMP as an organization, 1.4) anti-harassment efforts since 2012 in the RCMP, 1.5) the role of training in organizations and 1.6) an outline of each subsequent thesis chapter.

## **1.2 A Brief History of the RCMP**

In response to the lawlessness found in Western Canada, Prime Minister John A. Macdonald established the Northwest Mounted Police (NWMP) in 1873. As the mode of transportation used by the NWMP was horseback, these officers were colloquially known as “...*Mounties*.” By 1920 they were renamed the Royal Canadian Mounted Police (RCMP) with its headquarters relocated to the nation’s capital, in Ottawa (Figure 1). The RCMP assumed the role of provincial police in Alberta, Manitoba, Nova Scotia, and Prince Edward Island. The organization being firmly entrenched in a hierarchical male-dominated structure recruited physical attributes associated with military organizations. Adoption of military terminology for roles and functions, such as Commander, lieutenant, officer, and civilians making it clear who belongs to a specific group and who does not.

Currently, the organization has a dual management structure, the Treasury Board of Canada under the Public Service and Emergency Management Office overseeing all financial and budgetary items, and a senior uniformed officer overseeing the operations as the Commander of the Force. Years of service or seniority rewards paramilitary members through individual honours, increased pension rates, and opportunities to advance ranks (McKay, 2014). Both military and paramilitary organizations utilize civilians for administrative functions and contract positions based on specialized knowledge, skills, or abilities (RCMP 2019).

Today’s Force represents an evolution of policing services from Provincial law enforcement to national policing with an ever-expanding new and diverse scope of duties including cybercrime,

border control, white-collar crime, and global task forces. Simultaneously, the RCMP provides policing services to low populated rural areas and high-density cities. Progression from operational policing to specialty policing encourages a competitive environment for limited elite positions and roles. In 2019, the Force consists of 30,196 active personnel, of which 19,198 are uniformed officer members (Appendix B). Some claim the hierarchal structure of the RCMP with its deference to authority creates a culture where questioning practices, processes or raising issues are not tolerated or worse, actively prevents change (Quan, 2017).

Figure 1: RCMP Divisions and Territories in Canada



### 1.2.1 The organization

The Royal Canadian Mounted Police (RCMP) represents a complex system based on numerous hierarchical levels and convoluted bureaucratic processes. The RCMP organization is comprised of 15 Divisions and Territories across the nation with detachments assigned to urban, rural, and isolated locations.

My research approach included reviewing the organizational documents in conjunction with the data from my questionnaire. This work has provided insights into the impact of anti-harassment trainings and initiatives. Qualitative training and HR data collected from 2016 and 2017, internal employee survey data collected in 2019 provided a baseline regarding a) The current state of perceived workplace bullying; b) the current organizational culture; and c) the effectiveness of training initiatives on the organizational culture. This macro-organizational structure has both direct and indirect reporting line. Each displayed box below has its own organizational structure containing multiple reporting levels (Figures 3 and 4).

The RCMP has undergone significant organizational culture changes in previous decades. The Status of Women committee recommended the RCMP include women to represent the Canadian demographic beginning in 1974. The first all-female troop graduated from RCMP training school in 1975. It later emerged cadets were instructed to respond to the drill corporal, “What was the worst year for the RCMP?” The female cadets were to respond, “1974” (Van Maanen and Barley, 1982). This negative behaviour established an insidious systemic culture during impressionable cadet training. The “hidden curriculum” polarized women from men, creating acceptable exclusion, denigration, and objectification of women and, perhaps worse, the planting of seeds to disregard women in authority (Prokos and Padavic, 2002). Under the auspices of promoting equity and inclusion, the organization decided to cease gender-segregated training in 1989 touting female cadets were expected to work alongside male colleagues so they could equally train alongside them at the training camp, referred to as *'the depot'* (McKay, 2014).

Figure 2: RCMP Organizational Chart -Structure





### 1.2.2 Growing pairings

In 1990, the RCMP was further challenged under religious freedom legislation to allow Sikhs to wear both their turbans and ceremonial kirpan while in uniform (Canadian Charter of Rights and Freedoms, 1981). Change has occurred within the RCMP organization often unwillingly through acrimonious legal challenges. Within the RCMP organization, women and minorities continued to face disproportionate biases and stereotyping, using organizational policies and practices as barriers to advancement or full organizational culture integration (Archbold, Hassell and Stichman, 2010; Silvestri et al., 2013). The organizational structure of the RCMP is comprised of officers, public servants, and local civilian employees. Women have made gains in the organization with each successive decade, currently constituting 21 percent of regular members (RCMP, 2019). There are aggressive strategic plans to advance more female officers into leadership roles (Canadian Government 2020). The first female to attain corporal rank occurred in 1981. K Division installed its first female Deputy Commissioner, Marianne Ryan, 2013-2017 (Healy, 2013) during tumultuous times as legal cases wended through the courts. Nationally, the first female Commissioner, Brenda Lucki, a 32-year veteran of the force, appointed in December 2018 (Appendix A).

### 1.2.3 The RCMP: Why this organization?

Hoel et al. (2003), estimate the effects of negative workplace behaviours affects millions of employees. Certain occupations appear more prone to workplace bullying, for example, those founded on active paramilitary cultures, for example, law enforcement, firefighters, and coast guard. Paramilitary is an organization were,

*“A member of an organization that helps the official army of a country... [it is] a semi-military organizational whose structure, of a professional military, but which is not included as part of the state’s formal armed forces.”*

(Matthews, 2014)

While it is no surprise, the RCMP operate as a paramilitary organization, the volume of negative behaviour allegations since 2012 has been high, surprising the RCMP leadership and the public. These allegations have put a blemish on this iconic Canadian organization. This study examined one portion of a large federal agency, Central Alberta District of K Division in the Royal

Canadian Mounted Police (RCMP). This organization has come under scrutiny in recent years evidenced by the commissions and public inquiries. Recommendations from these reports of the RCMP include implementing mechanisms to address the organizational culture considering numerous sexual harassment allegations following the Merlo-Davidson Settlement (CRCC, 2017). “*Change the culture*” was the message sent loud and clear by the Public Services Director from Ottawa (2016). Subsequently, each RCMP Division autonomously designed and implemented appropriate ways to tackle the challenge. K-Division revised policy improved its complaint investigation processes and added a series of discrete training in support of changing the organizational culture (RCMP Training Facilitators, 2019).

Within the RCMP, separate units formed to manage the array of new trainings and initiatives to address harassment, sexual harassment, informal communication, and respectful workplace (RCMP, 2019). Some studies suggest, some employees lodge frivolous claims of bullying after managers apply reasonable work performance expectations; this complicates the issue for those with legitimate concerns (Birks et al., 2014). Others say there is a more significant issue of under-reporting due to societal portrayal of the subject matter leaving targets fearful of retaliation, loss of employment or low confidence in the organization's investigation procedures (Lutgen-Sandvik and Tracy, 2012).

As an organizational effectiveness consultant, I have worked with public agencies both in Canada and in the United States. Selecting the RCMP allowed past familiarity of public entities while maintaining a more objective position lacking any direct employment relationship, thus minimizing unconscious bias. Given the RCMP has been in the Canadian media for more than thirty years regarding the sexual harassment issues, the RCMP is an entity that warrants further academic review. Sexual harassment behaviours are a progression along a continuum of negative behaviours. I was curious if insights into AH training regarding workplace bullying could provide indicators of effectiveness. This organization was open to an external party conducting the research from a perspective not previously considered, the effectiveness of its anti-harassment training programs. The organization’s need and my inquisitiveness made a good match for this Doctor of Business Administration Study.

Bullying is more complex than impacts on one work sector or gender. However, the predominance of literature suggests females experience bullying in higher numbers, and females

in law enforcement are victimized disproportionally even higher than men (Attell et al., 2017; Dellasega, 2009; Heidensohn and Brown, 2000; NCWP-USA, 2002). One survey of policewomen serving in 35 countries indicates that 77 percent experienced some form of harassment and sexual harassment from colleagues (Heidensohn and Brown, 2000). Another study revealed that sexual harassment occurs among 64 percent female officers versus 48 percent in male officers (De Haas et al., 2009). One wonders if “bullying” were measured, what the numbers might be.

Workplace bullying is not a frivolous issue within the RCMP although it took decades and complaints before the leadership acknowledged its existence. Now it can no longer be ignored (McKay, 2014; Fraser, 2017; McPhail, 2013). Given this, I needed to understand how the introduction of anti-harassment training has influenced facets of the organization including recruitment, retention, succession planning and most importantly, the culture.

#### **1.2.4 The Context of K Division**

By way of providing context, my research is within one province, Alberta, known as K division within the organization. It is one of six provinces where policing falls under the jurisdiction of the provincial Ministry of Justice which adds a layer of complexity. K division provides municipal (local), provincial and federal policing services (Bykov, 2014). The province spans an area of 661,848 km<sup>2</sup> with a population of approximately 4.1 million, which fluctuates significantly during economic cycles. This province's history is rooted in natural resources' economic boom and bust cycles. For example, from 1990 to 2003, the Alberta economy grew by 57% dominated by oil, gas extraction, petrochemical, and pipeline spinoff industries; the population paralleled in growth. Global oil prices subsequently plummeted from 2014-to 2017 resulting in an exodus of over one million workers to other provinces (Statistics Canada, 2015). These economic cycles have occurred at least once a decade since the 1970s. The RCMP remains a presence throughout albeit with adjustments in funding during lean cycles.

Most of the province lives along with one of three main highways occupying central and southern Alberta. Vast areas are agricultural land, the other prominent industry, with cattle ranching and arable crops dominating the landscape punctuated with a handful of urban centres. Alberta's diverse population originates from other Canadian provinces (22%), large immigrant groups of German (21%) and British (20%) augmented with a smaller representation of Chinese

(4%), S.E. Asians (3%) and indigenous people 0.07%. The newest immigrants have arrived from Somalia and Nigeria (<1%) (Statistics Canada, 2015).

Figure 4: Map: K Division Detachment and Central Alberta District



Personnel transfers among RCMP detachments and divisions occur regularly based on promotions, remote rotational geographic assignments, resource allocation for special projects/task forces and changing business needs. The annual movement of 2-4% of regular members is common (K Division Staff, 2019).

This study occurs within K Division, K Division serves Alberta, divided into four detachments comprised of 118 detachments, some with fewer than twenty employees and others more than six hours drive from Division headquarters. My actual research focuses on one district, Central Alberta District (CABD) which covers an area south of the province and between the two largest

urban areas of Edmonton and Calgary. At the time of the study 1100 employees from three classifications: Officers, federal public servants, and local civilians.

Since 2013 K Division has incorporated a multi-pronged approach to address harassment, sexual harassment and bullying through Respectful Workplace Awareness, Anti-harassment, Sexual Harassment, Road 2 Mental Health, and Informal Conflict Communication training programs. They are separate divisions with little or no communication among program facilitators, developers, or evaluators (K Division Staff, 2019).

The intent is to answer the question: is workplace bullying present in this organization? How effective is the RCMP mandatory AH training? Has the AH training had an impact on the organizational culture?

### **1.3 Disorienting Event**

The Harassment and sexual assault complaints have occurred in the RCMP over the past 50 years' (Canadian Government, 2017). Matters escalated into the public realm in 2012 the RCMP lost two legal challenges which culminated in two class-action lawsuits, alleging discrimination based on gender, sexual orientation, intimidation and harassment in the workplace'. The complainant's legal team focused on sexual harassment given the stronger federal legislation standing against sexual harassment. Employment lawyer Janice Rubin explained, "*Sexual harassment is a form of discrimination for women*" and a "*serious impediment to full equality in the workplace — full stop*" (Vander Wier, 2017). A conciliation settlement of \$100 million resulted in including a further 4,000 complaints from female RCMP employees in service before 2016 (Merlo-Davidson, 2018). Since 2007 there have been 15 reviews by committees and commissions that culminated in over 270 recommendations for change in the RCMP (CRCC, 2017).

The Merlo-Davidson legal case alone resulted in fifty-two recommendations with twenty initiatives directed at the force to address workplace culture and negative behaviours (Appendix D). The most relevant to my research are the following interventions: a) the Informal Conflict Management Program (ICMP) consists of a 16-24-hour in-class session depending on rank. b) A review of the RCMP harassment policy between 2014-2017 and c) a Gender-based analysis (GBI+) which aims to increase the number of females working in the RCMP to thirty percent or

more by 2025 believing, that an increase in gender balance will mitigate harassment and bullying. Describing the RCMP as a dysfunctional organization trapped in bygone eras McPhail Q.C. calls for, “*The RCMP (to) adopt(s) measures to change the organizational culture of the force*”. This vague statement drove each Division to create and implement independent culture change materials to address local and regional needs. In K Division this resulted in several programs, ‘*Respectful Workplace Awareness*’, ‘*Anti-harassment*’, ‘*Sexual Harassment*’, ‘*Road 2 Mental Health*’ and ‘*Informal Conflict Management Communication*’ training. In addition, the national level of the RCMP revised the complaint process (K Division Training, 2019).

The Canadian federal government (2017) signalled the gravity of bullying through Bill C-65, albeit light on sanctions. Federal employees represent just 8% of the Canadian workforce now protected under Bill C-65 legislation including RCMP officers and public servants. The Bill has a three-prong approach to addressing workplace bullying: i) the victim, ii) the survivor and iii) the employer noting the role, support, and responsibilities of each party (Perez-Leclerc, 2018).

The RCMP continues to face legal challenges by parties not covered explicitly by the Merlo-Davidson lawsuit, for example, men who allege workplace bullying or harassment (Houlihan and Seglins, 2018). In certain areas of the RCMP, the Canadian Police Explosives Training Unit where numerous allegations and sexual harassment complaints were substantiated (Kennedy, 2016). Employees remain apprehensive about filing a formal complaint about fear of retaliation, being denied promotions or being re-victimized, given the perceived lack of evidence to hold bullies accountable (Fraser, 2017).

Given all the pushes to change, it is now appropriate to ask, if mandatory AH training is having the desired impact, mitigating negative behaviours including bullying? How have the AH initiatives and training impacted K-Division at the organizational level?

## **1.4 The Study Group**

People make up organizations, and my research has examined data input from employees and organizational materials about how bullying is perceived, addressed, and managed. Participants in this study are full-time employees in one of two classifications: i) Regular member (officer) or ii) Public Servant. Civilian employees, under contract or local government agreements, were

excluded due to administrative challenges in securing permissions from each of the eighteen local and tribal partnership groups.

The findings of this research will aid K-Division leadership to hone its resources in continuing to address workplace bullying at its source and become a model for other districts and divisions. Identify the current perceived state of organizational bullying, and organizational culture and review training data using established assessments.

## **1.5 Training Programs**

Following the apology to all current and former RCMP employees, Commissioner Bob Paulsen stated in 2014, “[We have] launched a number of initiatives, hired more women and set up advisory bodies nationally” — and at divisions across the country — on issues of “gender, sexual orientation, harassment, equity, and inclusivity” (Houlihan and Seglins, 2018).

Targeted resources designing and implementing training programs to address harassment and bullying within the RCMP have been ongoing since 2016. The RCMP has revamped cadet training and introduced mandatory classroom training and individual online training. Indeed, since 2013, a total of 98% of RCMP employees have completed the online “*Respectful Workplace*” training course (Houlihan and Seglins, 2018). In addition, Human Resources is tasked with revising harassment and anti-bullying policies while national headquarters and each Division are responsible for establishing a Diversity and Inclusion committee to address harassment (K Division, 2019).

However, the external scrutiny of the RCMP organization has unearthed systemic issues of harassment, bullying and sexual harassment. These findings have caused political and public angst regarding its national law enforcement body, and action is needed, now. But it must be remembered that no single individual can correct such an entrenched organizational culture alone or overnight. Facing outcries for improvement in workplace harassment and bullying, the RCMP reorganized its commitment increased in numbers of female officers in management and leadership roles, combined with revised or additional policies and processes to address harassment. Increasing public demands on justifying the costs of the RCMP has led to the unintended consequence of crucial and aggressive key performance indicator (KPI) measures of policing success. These quantifying individual and team performance often at the expense of



developing a detachment or team culture of inclusion (Cashmore, 2001). The focus on individual success within a culture of blaming has fostered continued harassment complaints rather than creating learning environments where lessons learned, and best practices occur without punitive action.

Understanding how the organization is managing workplace bullying through its training initiatives and feedback from individual employees is the focus of my study. Has the organization been able to address these workplace abuses sustainably? Are mechanisms in place to instil confidence within all parties to be heard, and actions to change be carried out?

### **1.6 Contribution to literature and practitioners**

Workplace bullying continues as a concern at academic conferences, professional and practitioner events and government committee levels (McLaughlin, 2014; Lutgen-Sandvik, 2006). My study refers to workplace bullying as an extreme of persistent harassment including negative behaviours such as group exclusion unrealistic workloads and verbal abuse (Einarsen et al., 2002). My research contributes to the literature by focusing on the organizational effectiveness gap by evaluating training programs and initiatives designed to address workplace harassment and bullying. Training coordinators and facilitators play a significant role in advocating and promoting anti-harassment programs. Is AH training effectiveness effective in a complex organization?

Studying one division in the RCMP has provided a window into the whole organization. My research contributes to both knowledge and practice based on the findings, themes, and trends. Recommendations are emerging based on the findings indicating what is working and where gaps exist. I have aimed to assist in identifying remedies to foster future work environments of a learning culture, identify, mitigated, and eradicated bullying and tolerance for negative behaviours.

### **1.7 Thesis structure**

This research uses a mixed-methods approach as defined by Easterby-Smith et al. (2021) and follows traditional scholarly conventions. The tools utilized in this research have been peer-reviewed and field-tested for many years. Collectively, the data gathered allows for generalization through statistical probability.

The literature review in Chapter 2 explores definitions and terminology surrounding workplace bullying. Chapter 3 outlines the methodology and research methods from the positivist stance. Incorporating a quantitative study is reliant on many participants. The study used two questionnaire surveys: one focused on bullying, the other on organizational culture from the respondents' perspective. In addition, I carried out a macro-level evaluation of training initiatives since 2012. Chapter 4 reports the findings from the surveys highlighting themes, anomalies, and correlations. Chapter 5 offers recommendations for practitioners, Human Resources, and organizational leaders to improve the organizational gains to date. Chapter 6 provides researcher lessons and reflections through the distinct phases of this research and suggestions for further research for the scholar.

## 1.8 Summary

Some organizational leaders view studying workplace bullying as *publicly airing our dirty laundry*. However, organizations are wanting to understand where they stand concerning this issue and, hence, want data. The 2017 CRCC Report provides chronological progress in addressing workplace harassment, CRCC (Appendix C). The K-Division leadership welcomed an external perspective allowing me to study this issue because bullying or the perception of workplace bullying persists within the organization. By examining K-Division within the geographic boundary of the Central Alberta District of K-Division I have gathered data using two assessment tools each with demonstrated research reliability and validity (Lee et al., 2016; Cameron and Quinn, 2011). In addition to the employee questionnaire, applying the Kirkpatrick Evaluation Model provided insights at a macro level into the impact of anti-harassment training to address workplace harassment and bullying. Collectively, my data paints a clearer picture of the current state of culture and workplace bullying within K-Division. It is increasingly clear, that for healthy workplaces to exist, employees who act, as bullies need to stop and be accountable for their negative behaviours (Bond, Tuckey and Dollard, 2010; Desrumaux, et al, 2018).

My research puts forward the position that how the RCMP trains and manages its employees concerning the harassment and bullying issues so goes the organizational culture. Increasingly organizations are acknowledging the need to protect their branding in allegations of harassment,

sexual harassment or bullying cases. Organizational culture spills over into daily operations, and interpersonal interactions internally and externally with community stakeholders.

Relevant and meaningful learning content delivered in a variety of modalities for adoption is key for learning to occur as noted by adult educators (Knowles et al, 1984; (Taylor and Cranton, 2012). While the RCMP has implemented several iterations of anti-harassment training, the prevalence of workplace bullying forces researchers to question why this negative behaviour persists in the force? Workplace bullying has long been dismissed, treated as one-off event, or ignored until recently. Those experiencing bullying faced re-victimization by complex and overly bureaucratic complaint processes, only to face blame for not adequately dealing with the matter themselves, told to ignore the bully or more drastically, find another job (McKay, 2014). The existence of harassment and anti-bullying policies alone will not suffice; they are ineffective if employees fear retaliatory actions from leaders for filing complaints (Woodrow and Guest, 2014). The phenomenon of workplace bullying is not new; however, calls for employees, work groups, legislation, and the public to demand organizational action. Workplace inequities and power imbalances have existed for many decades in one form or another. Awareness of negative workplace behaviours confronted with voluntary programs to address such behaviours calls for a more review. The impact such interventions have in addressing workplace bullying within an organization must be better understood.

## CHAPTER 2: LITERATURE REVIEW

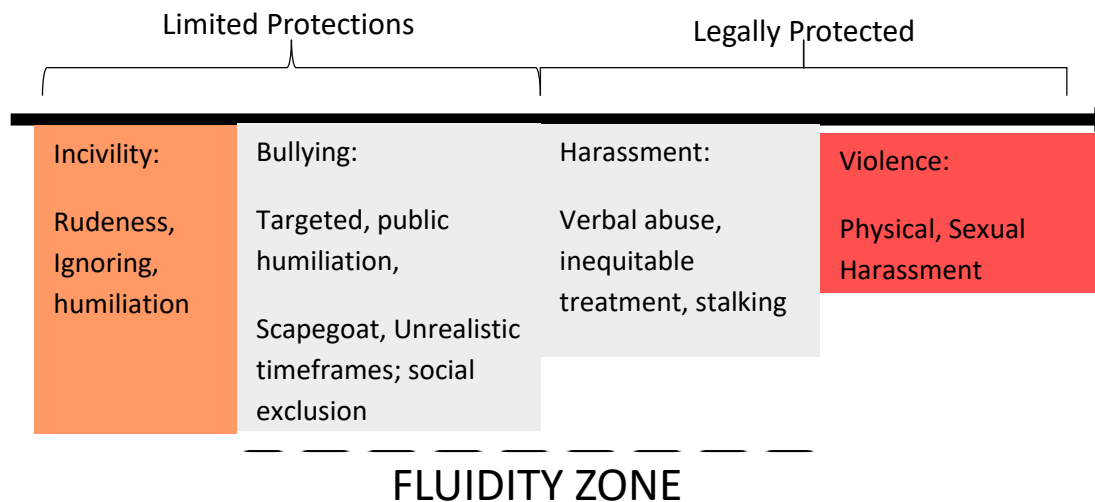
### 2.1 The relevance of this study

The World Health Organization recognizes bullying as a global issue classifying it as psychological violence carried out in the workplace (Charilaos et al., 2015). Globally, workplace-bullying violations average around 14.4% varying widely by country, for example, Italy and Bulgaria at 2%, Australia at 9%, the U.K. at 20%, and the U.S. at 16% (Carter et al., 2013; Nielsen et al., 2010). Research is extensive and focused on specific occupations, nurses, teachers, and academics (Charilaos et al., 2015; Dellasega, 2009). In the Canada Employment and Social Development survey, 60% of respondents indicated having experienced workplace harassment or workplace violence during their work lifetimes (Employment and Social Development Canada, 2017). Negative workplace behaviours were first identified by Brodsky (1976) in *“The Harassed Worker”* however; it was the Swedish researcher, Heinz Leymann, who later developed the field of workplace harassment research starting in the mid-1980s.

The literature is awash in terminology to define behaviours associated with workplace harassment often used interchangeably; this leads to confusion among academics and practitioners. In research studies, the terminology fluctuates by field of study, population, and popularity to include the following terms: incivility, harassment, emotional abuse, misconduct, psychological harassment, bullying, negative aggression, and victimization (Namie, 2003; Hollis, 2016). Agreement on a definition that distinguishes clearly between harassment and workplace bullying remains nebulous. The terms *harassment* and *sexual harassment* are not interchangeable terms. Specific legal definitions exist for the terms sexual harassment specifically including physical and sexual assault and violence under the Canada Labour Code (1985). The grey area occurs between the term *harassment* and *bullying*. The distinction in terms being overt and subtle actions. For example, harassment in legal definitions focuses on negative behaviours visible to other parties, such as public humiliation. In contrast, many acts associated with bullying occur out of sight, behind the closed door of a supervisor’s office as found in the studies by Tambur and Vadi, (2009) and Nam et al, (2010). Bullying complaints can quickly become investigations focusing on what *he/she said-he/she said*, often resulting in inconclusive decisions. Hollis (2016) sees bullying as another name for harassment. I believe for the sake of plain language it is important to use the term bullying to convey the gravity of repeated petty acts that demean,

offend, or insult another person over a period constitutes a serious act. Any negative behaviours are unacceptable in the workplace; on a continuum, sexual harassment and physical violence represent extreme negative behaviours and are beyond the scope of this study (Figure 5).

Figure 5: Continuum of Negative Behaviours



Source: Author, 2019

Abundant literature exists regarding workplace bullying focused on the experiences of the bullied and even bystanders as victimology (Birks et al., 2014; Carter et al, 2013; Namie and Namie, 2009). Individual traits portraying the bully include character, leadership style and narcissism and are found across the fields of psychology, education, sociology, criminology, and counselling fields (Hershcovis, Reich and Niven, 2015; Barrow et al., 2013; Einarsen and Mikkelsen, 2003). Far fewer studies explore the role of the organization and its impact on organizational culture and bullying. Yet unconsciously or not, the organization does play a critical role in shaping the culture that favours or negates bullying (Einarsen and Mikkelsen, 2003).

While individuals carry out acts of workplace bullying, the organizational culture fosters, condones, or addresses these behaviours. Organizations that view bullying purely as an interpersonal issue assume the matter is resolved through discourse or further communications or conflict management training. However, power discrepancy as determined through position description, role clarity and organizational structure are primary factors for creating

environments where workplace harassment and bullying can flourish (Arnold-Richman, 2018). Workplace bullying has long been ignored for decades within organizations. Reports impart the shame bullied people feel in having to admit they are unable to deal with another person for petty negative behaviours, such as not being included in meeting notifications or key information withheld relevant to one's work tasks. On the other hand, management's refusal to admit bullying takes place in the workplace will actively discourage targets or witnesses from stepping forward. Within many organizations, the culture of fear precludes meaningful discourse at all organizational levels regarding bullying despite increasing evidence of individual and organizational ill-health and reduced work performance (Appelbaum et al., 2012). Many organizations wait until after a significant disruptive event before admitting to the existence of workplace bullying. Unfortunately, often this is long after the damage to individuals, workgroups, and organizational reputation (Workplace Mental Health Promotion, 2017).

The organizational costs of ignoring workplace bullying include higher turnover, absenteeism and legal costs that dominate organization reports compared to the associated soft costs of motivation, lost human potential and diminished creativity (Employment and Social Development Canada, 2017; Giga, Hoel and Lewis, 2008). Those bullied face varying degrees of psychological damage with a range of symptoms from lack of concentration, poor sleep, anxiety, and stress to life harming and even suicidal behaviour (Niedhammer et al, 2009; Centre for Suicide Prevention, 2017; Bond et al., 2010). Despite personal and economic costs, 47% percent of those bullied opt to leave a workplace rather than file a formal in-house complaint (Lutgen-Sandvik, 2018). Filing complaints in-house require courage, as many organizations do not make the process safe, simple, timely or confidential. Since 2010, American employers have paid out \$698.7 million to employees alleging harassment through the Equal Employment Opportunity Commission's administrative enforcement pre-litigation process alone (Smokowski and Evans, 2019).

Employers, professional organizations, and unions strive for safe workplaces (Province of Alberta, 2017). However, in a study where two-thirds of organizations had policies on harassment, Woodrow and Guest (2014) found that 37% of those policies were ineffective. In addition to creating new policies, organizations will launch training to communicate and educate employees regarding legislative and policy changes. Anti-harassment training occurs under many

different titles using a variety of modalities from the classroom, case study, online or blended learning frequently administered and delivered through Human Resources with oversight from in-house counsel (Bykov, 2014).

Many practitioners, who design, implement, or monitor training, operate within the realm of Human Resources (HR) departments. HR, frequently including training or learning development units, is positioned as conduits between carrying out management's wishes and funnelling employee concerns to management. HR has long struggled to gain a seat and an equal voice at the decision-making table (Rayner and Lewis, 2011; Ulrich, 2016). Without the voice and perspective of HR, the details and nuances of each bullying individual complaint can be missed, as noted by (Lutgen-Sandvik and Tracy, 2012). While the shift to strategic HR practices is in progress, too often, HR is viewed as a line-item-expense rather than contributing to the business value and is more subject to the whims of economic cutbacks (Rasmussen and Ulrich, 2015). The core business of HR: recruitment, payroll, compliance, and labour relations often denigrate training functions for "having fun", dealing with "fluff" and being the weakest link (Ulrich, 2016). The concept of traditional Human Resources is undergoing a metamorphosis to determine its new role in a world focused on analytics, talent development and the creation of learning cultures. This shift to strategic positioning is frequently at a cost to day-to-day operations (Cowan, 2012). Studies indicate employees have a high distrust of Human Resources and in-house counsel was given the formal and mixed message roles they often play in the complaint process.

As a practitioner in the field of Human Resources, I have investigated and witnessed varying degrees of workplace bullying. However, it was not until I experienced an extreme bully did, I appreciate the damage one leader could unleash. My natural curiosity wanted to understand why I, a high-performing professional became a target for this bully. Following professional counselling, the topic of workplace bullying continued to gain my attention as a sizeable portion of my consulting work revolved around conducting and resolving workplace issues, from the management side.

Lacking substantive evidence of return on investment through metrics or organizational change indicators, training departments tend to fare poorly during resource allocation. Demonstrating the efficacy of training programs will allow practitioners to operate with increased confidence,

continue enhanced programs and provide data to support resource levels for strong adherence to provincial and national guidelines to mitigate and eradicate bullying in the workplace.

## **2.2 Learning from the past**

This chapter presents the outcomes of a workplace literature review on bullying as the prelude to my research on bullying in the RCMP in Canada. I reviewed literature in the following areas: 2.0 Introduction, 2.1 Global Issue, 2.2 defining bullying, 2.3 why bullying happens. 2.5 The use of Anti-harassment training programs training to address bullying, 2.5 Assessing workplace bullying, 2.6 Paramilitary Organizations and 2.7 Chapter summary.

The driving question when reading each article was how this supports or hinders the inquiry into workplace bullying? Is bullying a significant workplace issue? How bullying is defined? How has the field of workplace bullying evolved? Is there evidence of training efficacy? If so, how? What modalities do anti-harassment training programs use? How do practitioners contribute to the body of literature? What role does culture play in workplace bullying? In addition, the most crucial question is, is anti-harassment training having the desired impact within organizations?

The literature search began by using the University of Liverpool online library access to scholarly databases including journals for social scientists: JSTOR, ERIC, ResearchGate, Academic.edu, Psych.net, using the terms of adult education and mandatory training, training, training effectiveness, training evaluation, assessments for bullying, culture metrics, and bullying in the following places: workplace, law enforcement, police, Canada, North America, and globally. In addition, Additional searches within professional organizations, SHRM (Society for Human Resource Management), ASTD (American Society for Training and Development), CHRP (Canadian Human Resource Professional) and special interest groups, such as Workplace Bullying Institute, unions, and online media reports.

## **2.3 Bullying as a workplace issue**

Workplace bullying is a global phenomenon, it is an open secret (Fuller, 2006). Research is still emerging in developing economies while developed economies continue to wrestle with addressing and mitigating workplace bullying (Harvey et al., 2009). Despite sixty-plus years of



research, the growth of workplace bullying has not been deterred; the International Labour Organization has declared that dysfunctional organizational behaviours, including workplace bullying, continue to rise (Giga, Hoel and Lewis, 2008). The insidious nature of bullying with its many manifestations befuddles organizational leaders often implement minimal steps to attain legal compliance (Yamada, 2004). Suppose we consider bullying not just unacceptable but also unethical, as do Zhang et al. (2015). These researchers suggest that individuals who become aware of what is or what is not ethical and engage in conversation are more likely to gain perspective and empathy for all sides in the workplace, offering a more sustainable bullying mitigation technique.

Globally, the incidence of workplace bullying averages around 14.4% varying widely by country, for example, Italy and Bulgaria at 2%, Australia at 9%, the UK at 20%, the Philippines at 38%, the US at 16%, and Canada 19% (Carter et al., 2013; Arcega and Caballero, 2019; Nielsen et al., 2010). The World Health Organization recognizes bullying as a global issue classifying it as psychological violence in the workplace (Charilaos et al., 2015).

There is variation by occupation, research is extensive within some specific occupations such as nurses, teachers, and academics (Dellasega, 2009). In the Employment and Social Development Canada (2017) survey, 60% of respondents indicated having experienced workplace harassment or workplace violence during their work life. The associated costs related to workplace bullying include mental health issues, stress, turnover, and withholding discretionary effort, why bullying persists continues to intrigue researchers and practitioners alike.

## **2.4 Defining Bullying**

### **2.4.1 Practitioners Definitions**

Academics, the law, practitioners, and special interest groups each approach workplace bullying through different socially constructed lenses resulting in various definitions. This long-standing debate has been ongoing since the 1990s. Practitioners and workers knew workplace bullying existed long before academic studying began focused research in the 1990s when Scandinavian academics identified bullying as a legitimate field of research. Leymann (1990) noted the similarity between the negative bullying behaviours in childhood and adult bullying at work. He

further defined one form of bullying, mobbing, as "Hostile and unethical communication directed systematically, by one or more people toward another person or group, often occurring (almost daily) over a long time, generally lasting at least six months". In her book, 'The Harassment Worker' based on over 1000 laid-off workers, Brodsky (1976) study identified themes that today would be classified as negative work environments leading to bullying resulting in negative impacts on workers. British journalist Andrea Adams first coined the term 'workplace bullying' in 1992. Meanwhile, Namie (2003) was the first in North America to use the term 'workplace bully'.

In the United States, examining workplace bullying took roots in mental health and Human Resources fields, examining the impact of these behaviours on individuals and organizations (Bassman, 1992; Stennett-Brewer, 1997; Hornstein, 1976; Wyatt and Hare, 1997). The Labor and Employment Relations Association, Society for Human Resource Management, American Psychological Association, and Association of American Law Schools are among the learned and professional associations that have sponsored panels and lectures on workplace bullying and related topics nationally focusing on traits and characteristics of bullies or their targets.

#### **2.4.2 Academic definitions**

Bullying has long been identified within children however it was not until similarities were expressed in children and adults by Leymann (1990) and later the term mobbing entered the vernacular (Adams, 1992). By the late 1990s, academics identified systematic negative behaviours on a target leading to detrimental health and economic situations (Einarson et al, 1994; Namie and Namie, 1998). Namie (2003) defines workplace bullying as "*the repeated, malicious, health-endangering mistreatment of one employee... by one or more employees*". While each element stated is intrinsically disagreeable in the context of bullying, it remains subjective and challenging to provide accurate data beyond personal accounts of lived experience. Namie (ibid) further subcategorizes bullies based on observational and practical terms. He describes bullies as a) The Screaming Mimi's, b) The Constant Critic, c) The Two-Headed Snake, and d) The Gatekeeper. The descriptors are relatable to both scholars and laypeople.

The quest to develop self-reporting bullying assessment tools began in earnest, discussed further in section 2.5.2. The 2000s saw more interest in this field and an awareness of the role and

impact bullying has on bystanders. Psychosocial impacts on bystanders witnessing bullying encounters gained attention in the works of Aquino, (2002). Some researchers placed criteria of frequency and timeframes to define bullying. Bullying acts within the previous six months is the most agreed-upon timeframe with a looser frequency of three to numerous incidents with the agreement on more than one incident must occur to be termed bullying (Agervold, 2000; Einarsen and Hoel, 2001).

The constant exploration between childhood and workplace bully caused Shapiro and Jankowski to purport the direct link between the two timeframes, early exposure to either being the bully or suffering at the hands of a childhood bully informed adult bullying behaviour (2006). Babiak and Hare (2006) further suggest childhood bullies who go unaddressed continue the only successful strategy they know, exerting power over others in the workplace.

Bullies frequently attain roles where power discrepancies are inherent, and exercised with ease (Einarsen et al, (2013. Debate continues about referring to bullying as an amorphous term for *workplace mistreatment* (Harshcois (2011), *harassment* (Hango and Moyser, 2018; Hollis, 2016) or *emotional abuse* as umbrella terms used interchangeably. In contrast, defining bullying as a discrete class of negative behaviours on a continuum from civility to physical violence (Clark and Ahten, 2014). The latter contend bullying behaviours are a precursor for more egregious negative behaviours. A single bullying definition eludes academia however, a progression and refinement continue spanning fifty-plus years (Appendix G) This progression and inclusion of workplace bullying into the legal vernacular has further bolstered the expansion in the workplace literature.

Despite the lack of a specific definition for bullying, common elements have emerged in the literature.

*"Workplace Bullying" means harassing, offending, or socially excluding someone or negatively affecting someone's work. For the label bullying to be applied to a particular activity, interaction, or process, the bullying behaviour must occur repeatedly and regularly (e.g., weekly) and over a period (e.g., about six months). A conflict cannot be called bullying if the incident is an isolated event, or two parties of approximately equal strength are in conflict."*

(Vartia, 2001)

When assessing bullying, studies have used one of two methods, or both in combination. Nielsen et al, (2010) identify the self-labelling method, involving people assessing if they feel they are victims based on their understanding of the concept of bullying or based on a given definition. and (b) the behavioural experience method, which entails the perception of being exposed to a range of different bullying behaviours without ever mentioning bullying.

### 2.4.3 Legal Definition of bullying

Table 1 further distinguishes harassment from bullying. Harassed workers belong to legally protected groups; however, these groups may vary from country to country, jurisdiction to jurisdiction. The burden of proof remains with the complainant to demonstrate the 'reasonable person test'. Would a reasonable person behave or respond in the way the protected member did? In Canada, the 'reasonable person' law originates from English case law subsequently influenced Canadian labour law (Vaughn v. Menlove, [1837] 132 ER 490 (CP)). It is now a given to apply the reasonable person test to workplace bullying cases.

The law in many countries concedes harassment is an umbrella term associated with the mistreatment of persons of legally protected groups, such as gender, sexual orientation, race, or culture. The law focuses on the most egregious behaviours of

Table 1: Differences between Harassment and Bullying

Harassment	Bullying
Actions directed at a member of a protected group. In Alberta, this includes <i>Race, Religious beliefs, Colour, Gender, Gender identity, Gender expression, Physical disability, Mental disability, Age, Ancestry, place of origin, Marital status, Source of income, Family status, Sexual orientation</i>	A single worker or group of non-protected members, e.g., night shift team singled out as 'different' from dayshift. Anyone or any group can become a target to a bully if there is any perceived threat to the bully.
Physical actions up to and including sexual assault or verbal slurs	Psychological attacks are often subtle or actions conducted in private using verbal barbs, unwarranted criticism and disproportionate workloads compared to other employees

Person is aware in the present when harassment is occurring	Person experiences multiple minor incidents that are easy to dismiss however the accumulation over time demonstrates bullying pattern
The aggressor wants power and control over the person	The bully will persist to destroy the person being bullied
Person seen as an easy target	Person seen as a direct threat to the bully by possessing knowledge, skills or necessary business network to achieve results.

Sources: Agervold, 2007; Yamada, Duffy & Berry, 2018; Anjum, Yasmeen, & Yasmeen, 2011 sexual harassment and harassment, including hate crimes (Hutchinson, 2012). In Canada, there is no national legislation to protect all workers against harassment or bullying. Bill C-65 is legislation covering only federal employees who represent only 8% of workers in the country. This Bill defines harassment as but does not explicitly address bullying:

*"Harassment and violence mean any action, conduct or comment, including of a sexual nature, which can reasonably be expected to cause offence, humiliation or other physical or psychological injury or illness to an employee, including any prescribed action, conduct or comment; (harcèlement et violence)."*

Canada Labour Code, 0.1 Subsection 122(1) (Perez-Leclerc, 2018)

Each Province and Territory decides how to address and where anti-harassment (AH) legislation resides. It often falls under occupational health and safety, if addressed at all. In Canada, there has been a slow progression since the 1980s, with Provinces introducing separate legislation to address workplace harassment. The Province of Alberta introduced the Bill-30 Occupational Health and Safety Act that does not explicitly define bullying but refers to bullying only twice as small components of the umbrella term harassment (Bill 30, 2020).

Alberta's Bill 30 Occupational health and Safety Act defines harassment as:

*"Any single incident or repeated incidents of objectionable or unwelcome conduct, comment, bullying or action by a person that the person knows or ought reasonably to know will or would cause offence or humiliation to a worker, or adversely affects the worker's health and safety,"*

(Province of Alberta, 2017)

This legislation is further constrained by applying to workplaces with fifty or more employees creating imbalances depending on a worker's employer. Unfortunately, in Alberta, 70% of businesses have fewer than fifty employees thus limiting the use of this act.

Cynics view this legislation as an appeasement to workplace safety advocates while possessing few statutory teeth as Bill-30 is placed within the Provincial Occupational Health and Safety authority rather than Employment standards. Combined with a deliberately vague definition and located in the same body of law as workplace fatalities, advocates see this as further diminishing the issue of workplace bullying under this law.

Burying bullying within broader safety legislation serves only to obfuscate an already confusing topic area of harassment, negative behaviours, incivility, and bullying. The legislation is filled with ambiguous terminology regarding workplace bullying and inconsistent umbrella groupings of negative bullying behaviours, further diluting the true scope and depth of social, psychological, or physical issues impacting individuals and organizations (Hoel and Einarsen, 2010). Micro aggressive behaviours, or subtle bullying, continues to be ignored, dismissed, or mocked (Namie, 2017; Conroy and Cotter, 2017). Lippel (2011) reminds us that legislative definitions are intentionally convoluted given the political process that creates them often involves compromise by all parties to ensure the legislation passes. Therefore, it is foolhardy for organizations to rely on legislative definitions or guidelines alone. This is especially true for mandatory training programs if the goal is to create healthy work environments instead, they typically focus on prevention or investigative processes of workplace bullying and harassment. One definition is not sufficiently comprehensive to address all forms of bullying, from subtle harassment to severe bullying while addressing organizational values and ethos, but the quest continues (Namie, 2003; Clark et al., 2014).

Baillien et al. (2009) suggest three aspects must be present to foster workplace bullying. They are a) individual employee's own inability to cope with frustration; b) an accumulation of micro conflicts previously ignored or dismissed by management; and c) a destructive team or organizational culture where contrary acts of behaviour are acceptable as part of doing business, and silence is demanded to retain employment. There is intolerance for "whistle-blowers" Rendering the impacted employees fearful for their jobs as noted by Flynn et al. (2019).

The lack of national workplace bullying legislation in Canada has separated organizations along provincial lines and organizational size. Organizations in Alberta must have a harassment policy in place; however, if there are fewer than twenty employees, this may be as simple as a document maintained by the onsite assigned OHS (Occupational Safety and health) representative. Larger companies must have formal committees and reporting processes in place (Province of Alberta, 2017). There are no clear guidelines on how to hold bullies accountable for their negative behaviours in either the provincial or the federal legislation. There is an assumption that training compliance will translate into the adoption of, content and transformational learning by employees.

I will leave an epistemological study of the term 'bullying' for another research topic. This study uses the definitions of Einarsen (2001) and Lutgen-Sandvik, Tracy and Alberts, (2007) to include the elements of i) Time, ii) Power imbalance and iii) Negative psychosocial behaviours. These factors allow researchers to measure the frequency of specific hostile acts and bullying events within time boundaries. Data gathered provides for a dialogue to occur, particularly following disorientating events.

## **2.5 Bullying Factors**

There is no one reason workplace bullying occurs. There are individual factors that impact the target, those bullying and those who observe bullying acts. Organizational factors range from who holds leadership and power positions to written policies and the unwritten corporate culture.

### **2.5.1 Individual bullying factors**

Who bullies, and why? Up to 50% of those who experience childhood bullying become bullies later as adults believe bullying is one of the few strategies, they have experienced to maintain power and sustain productive relationships with superiors and critical stakeholders (Sepler, 2015). Much of the literature has tended to examine the individual personality traits of bullies and their targets, seeking clues as to the triggers, drivers, and coping strategies with gender, organizational position, and race dominating (Anjum et al., 2011; Einarsen and Mikkelsen, 2003; Coyne, Seigne and Randall, 2000). Much of the bullying literature describes explicit personality traits, such as the need for power, being assertive, possessing charisma, displaying narcissism, having psychopathic tendencies, and all the while being manipulative, malicious, and ambitious

(Escartín, 2016; de Vries and Miller, 1985). One researcher goes as far as to state, "All bullies are narcissists, but not all narcissists are bullies" (Durvasula, 2020). Bullies seeking power positions and status to assert influence over others can occur formally. Persons preventing the power grab by a bully can find themselves becoming a target themselves. Bullies thrive in organizations that condone negative behaviours, especially in hierarchical structures where the distance is the greatest between entry-level and executive-level classifications. Competitive workplaces where output or results at all costs can cause senior leaders to overlook instances of bullying (Denison et al., 2003; Henri, 2006). However, Hoel et al. (2003) note bullying can occur in any gender. For example, in male-dominated organizations such as the Philippine national police force, bullying occurs male to male.

Those who have been bullied exhibit signs, signals and behaviours that make them vulnerable to continue being targets (Vartia, 2001). Some researchers see the significance in further subdividing bullying acts. Harvey et al. (2006) identified seven subgroups: a) being a scapegoat, b) harassment by someone in a greater power, c) unreasonable relocation of workspace, d) unreasonable increases in workload, e) isolating or f) ignoring the target, and g) physical abuse. Whether these acts are conscious or unconsciously committed, they result in humiliation, offence, and distress. They all interfere with the work performance and health of those being targeted and cause unhealthy work environments for the workgroup. Targets that are blatantly different from the bully, and beyond protected group status, for example, being more competent or more popular than the bully, will often endure the wrath of a bully until the target is forced out of the organization (Namie, 2003). Targets experience bullying in various ways, from snide comments to sabotage of work to workload imbalance (Einarsen et al., 1994; Mikkelsen and Einarsen, 2002).

### **2.5.2 Bystander bullying factors**

Bystanders who observe persistent bullying of others face increased odds of becoming bullies or targeting themselves depending on the bystander's position in different situations (Aquino and Byron, 2002). To retain self-preservation, the bystanders face the personal and professional conundrum of whether to help another person (Cowan and Fox, 2015). Bullying situations have been found to impact bystanders emotionally and psychologically while creating higher long-term health risks (Christianson, 2015; Attell et al., 2017). Employees in professional positions



want to maintain good standing with the bully, especially in a direct supervisor relationship for fear of jeopardizing future career advancements (Desrumaux et al., 2018). Bystanders in this situation become more compliant and accepting to witness bullying behaviour. Bystander's fear getting involved or even being associated with the target, believing they will become the next target and preserving their own personal long-term career goals. Studies suggest bystanders who see bully's gaining organizational and career rewards have an increased likelihood to become a bully themselves (Persson et al., 2016).

Bullying occurs at all levels in organizations through one of four relationships: i) peer-peer bullying, which occurs less frequently even when groups of employees rally together against the target, resembling schoolyard bullying tactics (Yamada, 2010). One study by the National Health Service, United Kingdom, reported other team members have bullied 20% of staff in the previous six months (Carter et al., 2013). ii) employee-supervisor is the least likely form of bullying given the associated factor of positional power, iii) supervisor-employee, 72% bullied by direct supervisors, with 60% of the bullies being males and 57% of the bullies targeting women (Namie, 2017). The Hango and Moyser (2018) study revealed that women are disproportionately bullied by peers, whereas men are more likely bullied by managers or supervisors (Attell et al., 2017). Organizational policies compound the sense of powerlessness, offer little protection or support, and often further a target's emotional distress (ibid). Currently, 66 percent of Canadians feel employer policies address harassment and bullying; however, 75 percent of those accused face zero consequences (Skrzypinski, 2019).

### **2.5.3 Organizational bullying factors**

The literature clarifies that organizational culture can foster or deter bullying (Hofstede, 2001; Cameron and Quinn, 2011; Schein, 2010). In unhealthy cultures, bullying is readily dismissed due to corporate blindness even if the target is in a protected group (Broderick, 2016).

Understanding those organizational factors that aid or hinder workplace bullying is necessary to improve leadership, policies, and procedural processes. Hoel and Cooper (2001) offer five areas to analyze organizational bullying: a) interactions between two or more individuals, b) group dynamics, c) the working environment which is often within the control of the immediate supervisor, and d) the wider context of the organization and e) the political conditions both

internally and externally. The organizational culture plays a significant factor in fostering or mitigating bullying.

Bullies actively seek leadership roles, meaning proportionally more bullies occupy supervisory positions (Babiak, 2006). Positional power allows bullies to control direct reports from resource allocation, workloads, performance reviews and career opportunities (Cameron and Quinn, 2011). Regardless of the organization's size, immediate supervisors are the most critical drivers of employee engagement influencing how employees participate within the organization.

Collectively, leaders create the micro and macro culture of the organization. Given the applied covert manipulation skills many bullies' management styles can impact trust levels between other leaders and employees (Namie and Lutgen-Sandvik, 2010). A more insidious abuse of positional position can be seen in how leaders to design and interpret employee engagement survey data (Macey and Benjamin, 2008; Araujo and Orsatto, 2016). It is common for employees to state, that *I reported what happening on the surveys, but nothing changes*.

Farr-Wharton et al, (2017) note the direct relationship between the psychosocial factors in workgroups, and the interpersonal work relationships of leaders and employees in Australian paramilitary, including police officers. The degree of bullying is measured through unequal workloads, and social climate (Skogstad et al, 2007). Employees operating within environments of changing schedules, or contract work creates instability as noted by Salin (2003), not only for the individual but the cohesiveness within the workgroup, In the wider context, leader behaviours associated with bullying cultures find Human Resources complicit by their silence, misguided policies with unintended consequences (Hoel and Beale, 2006). The tone and behaviour of leaders, with ethical leadership, significantly positively impact an organization's culture (Bulutlar and Öz, 2009). Top-performing organizations consistently implement procedures, training, and practices to mitigate bullying. Policies are the outward signs of expectations from the organization often displayed and written documents, increasingly requiring a signature to verify employee has read and will adhere to the policy (Skrzypinski, 2019). Organizations with anti-bullying policies often advise targets to contact their immediate superiors to resolve the issue at the lowest organizational level. This approach sounds reasonable and is a frequent tactic relied on by Human Resources. However, in many situations, the supervisor is the bully. Internal complaint processes force the complainant to directly file with

the supervisor-bully, or Human Resources informs the supervisor even before the investigation is complete (Lutgen-Sandvik and McDermott, 2008). Another traditional strategy is for human resource departments to own the entire complaint process. Internally controlled complaint processes require the complainants to file their concerns directly within Human Resources, who investigate and administer any outcomes. Employees skeptical of Human Resources as an independent body are unsure of the degree of genuine assistance available given the role of Human Resources is to protect management first (Crichton, 2018).

Given that the primary role of Human Resources in the organization is to protect management and preserve its reputation, this can result in mistrust among many employees. Kreissl (2018) found that 70% of respondents did not trust Human Resources, and 43% were not comfortable filing harassment complaints (Harrington et al., 2012). An alternative complaint route for Canadian employees is filing with the provincial ombudsman or federal Human Rights Commission. Either avenue is a lengthier process often taking 18-36 months before the first formal interview. Unfortunately, some organizations continue to operate without clear anti-harassment or anti-bullying policies resulting in ignoring or dismissing any bullying complaints (Cowan, 2011; Hutchinson and Eveline, 2010).

Organizations fostering autocratic leadership, with a one-way directive and rule-laden management, unintentionally cause harassment and bullying (Einarsen et al., 2010; Appelbaum et al., 2012). Authoritarian leadership can creep into hierarchical organizations where the distance between the frontline and senior executives is too great to be involved in daily operations, preferring to focus on performance results. Employees are further reluctant to file complaints where "destructive" or laissez-faire leadership management is practised; or the "wait and see" approach in hopes the matter will disappear if the issue is ignored long enough (Skogstad et al., 2007). The bullying behaviour persists with the bullying being bolstered by the lack of negative consequences, forcing those targeted to become more withdrawn, interfering in performance and being isolated from other team members (Agervold and Mikkelsen, 2004). Having a way to measure the presence and degree of workplace bullying in the context of the culture focuses the conversation on the broader issues of leadership and organizational systems rather than just the bully and the targets.

## **2.6 Training as an intervention**

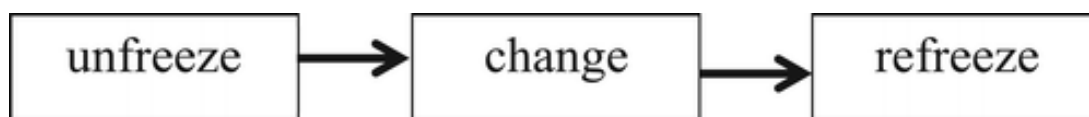
Legal or enterprise-wide changes often result in workers needing to acquire new knowledge in training programs. Training has been the go-to remedy for many organizations used as an intervention to address workplace issues, including mandatory anti-harassment programs. A good training design serving the needs of the business and employees will generate better organizational outcomes (Becton et al., 2017). Conversely, organizations that fail to consider learners' needs, learning context and perspectives as Caffarella and Daffron express typically generate poor learner performance and low adoption of content (2013).

### 2.6.1 The use of anti-harassment training to tackle bullying

The array of anti-harassment programs has mushroomed in the last decade in response to legal compliance requirements to mitigate negative workplace behaviours (Cheung et al., 2018). The primary focus of such programs is awareness and establishing boundaries regarding appropriate behaviour, as deemed by management within the workplace. Anti-harassment training in North America is typically mandatory.

The works of Kurt Lewin's three-stage change model have long documented training as an intervention for behaviour change, famously: unfreeze-change-refreeze, often referred to as CATS (Change-as-three-steps) (1947). This seminal change model has dominated the field of organizational development for decades (Figure 6). The stage 1-unfreeze stage bound by a disorientating event creates a crucial step for individual learners to change—this first step challenges beliefs, attitudes, and skills within the organization. Simultaneously, key messaging from organizational leaders provides support. A timeframe creates a sense of urgency. Stage 2-change is the doing part of the change management where new systems, organizations and processes are accepted and adopted throughout the organization. Stage 2 is training interventions occur. Stage 3-refreeze stabilizes the new organizational culture by establishing a new group process and framework (Ramsay et al., 2011; Cheung et al., 2018). The primary focus of such programs is awareness and establishing boundaries regarding appropriate behaviour within the workplace.

Figure 6: Lewin's Change-as-three-steps Model



Training practitioners are familiar with the rush to implement training to meet a new internal or external requirement. As Ulrich points out, HR practitioners have the added challenge of understanding how the new knowledge aligns with existing organizational goals (2016).

Launching enterprise-wide compliance training programs can place facilitators under time pressures where the emphasis is to expose employees to the updated content rapidly. The focus becomes conveying the latest content, process, procedure, or legal aspects frequently at the expense of evaluating the training. Mandatory training programs are one-directional information to employees using various modalities from classroom, online or blended learning. Brookfield (2000) asserts that learning is a political act and proposes practitioners apply the process of critical reflection through the four lenses (1) the autobiographical, (2) the students' eyes, (3) our colleagues' experiences, and (4) theoretical literature. Reality indicates few practitioners have the luxury of critical reflection on programs, practices, or curricula.

### **2.6.2 Learning at the individual level**

Most training literature focuses on dialogue among individuals or teams to understand how learning has transformed them. This is the premise of the transformational learning (TL) theory developed by Mezirow during his time at the Habermas School of Frankfurt (Mezirow, 1997). Mezirow offers ten phases to explain transformational theory (Appendix E.). Our lived experience and interaction in different social groups from families, religious, social, or workgroups shape our frames of reference. The greater the sense of belonging within a social group, the more the influence on a person's frame of reference. Within paramilitary organizations, there is a keen sense of belonging to an exclusive group. Transformative learning impacts the whole person through

- I. psychology, a specific event or ongoing event occurs and provides a psychological opportunity for self-examination.
- II. conviction, is the learner open to learning? Is the organization, and its leaders committed to supporting transformation learning? and
- III. observed behaviours, can the learners see alignment between specific training stated outcomes and implementation in operational and strategic organizational behaviours? Are there consequences for those who choose to ignore the new ways of being in the workplace?

(Baumgartner, 2001)

Transformational learning (TL) occurs in three ways: those who design, deliver, and evaluate training programs; the learner, and the organization. TL at the individual learner level dominates the literature. TL can involve gradual changes it is most often in response to a sudden event that challenges the learner's assumptions, processes, or tasks (Baumgartner, 2001). Mezirow (1990) initially established ten phases guiding learners to challenge assumptions to expand the understanding of the person, the group, or organizations (Appendix E). He further identified four types of learning necessary to cement transformation learning:

- I. Elaborating existing frames of reference, for example, learning computer coding is challenging. The idea is further reinforced by television or movies depicting only super-intelligent people who can code.
- II. Learning new frames of reference, for example, meeting peers who have been successful in creating meaningful computer code for work projects,
- III. Transforming habits of mind, for example, scheduling time each day to learn computer coding, and then the
- IV. For example, the ability to transform points of view is being mentored by a teenager to learn to code using logic, experience, and discourse, and building code to solve a work problem. This step challenges previous assumptions on who is qualified to teach coding.

(Mezirow, 1990)

Daly et al. (2014) note that organizations implementing Strategic Human Resources Management (SHRM) provide a more precise focus on specific areas of need, communicating the training requirements and learning outcomes at each organizational level. Human Resources are typically the keepers of the SHRM processes and are tasked to oversee compliance training specific policies or processes. Organizations demonstrate the impact and effectiveness of training programs through people metrics and behavioural interactions, such as reductions in absenteeism, conflicts, and low employee morale (Janssens et al., 2014). Non-compliance issues can become costly as employees increasingly seek resolution through the courts (Hollis, 2016).

The ability to learn is a critical element of adult education, and the realization of knowledge, assumptions and unconscious biases can also be deconstructed, and revised based on new

information input to create new perspectives (Mezirow, 2000). If a learner has had negative feelings regarding learning a recent technology, a TL-based curriculum walks the learner through identifying past experiences, challenges, perceptions, and barriers previously encountered before introducing any further learning information. This provides new meaning and context for new learning to be processed. The utilization of embodied knowledge occurs when the learner shifts in perceiving and then resolving a problem (Hoel, 2013). Learners' perception of the quality of training can positively impact their use of newly learned skills on return to the workplace (de Fátima Goulão, 2014).

Andragogy, the learning theory of Malcolm Knowles dominated the 1980s in North America. He based this idea on all students being responsible for their cognitive development rather than an inquiry into why adults learn in a certain way. This approach significantly influences adult education (Taylor and Cranton, 2012). It was essential to distinguish process from critical inquiry. For many years two separate lines of literature emerged, one in the form of action, and the other in knowledge creation, TL breaks any monopoly on knowledge in favour of collective learning from multiple perspectives (Fals Borda, 1991).

### **2.6.3. Learning in Organizations**

Learning within organizations is learning within a system. Peter (1990) identified three necessary conditions for creating learning organizations: i) understanding there are limits to growth, ii) individual proficiency in craft and iii) the need for learning organizations consciously to comprehend 'mental models.

Learning in the workplace focuses on an employee's immediate job function. Increasingly, the organization imposes mandatory overarching training which may or may not relate to an employee's day-to-day work duties. Intrinsic and external factors motivated individuals. When training is mandatory, it may or may not appeal to the individual's motivators. The further removed a training is from an employee's principal areas of career or work interests the less likely they are to be engaged in the training content.

The workplace is currently occupied by five generations, more than at any time in history: Pre-war (before 1945), baby-boomers, (1945-1961) Generation X (1962-79) Millennials/Generation Y (1980-1999), and Generation Z (born 2000 and later). There are some stereotypes, such as the

older the generation, the less comfortable they are with technology (Hastings, 2012). The latter suggests that older employees are less adept at adapting to online or web-based training.

#### **2.6.4 Training Program Modalities**

Mandatory formal AH classroom-based programs offer training where information is one-directional and precisely scripted. This is at odds with engaging learners in action research that emphasizes critical self-reflection, dialogue, or small group learning activities (Yang et al., 2004). Organizations seek to deliver programs to many employees rather than assess the value learners receive from the training. All employees can complete mandatory anti-harassment training, yet the material and desire to learn outcomes fail to translate into changed actions or a culture shift.

There are mixed results regarding the effectiveness of mandatory online training (Chang et al., 2019). Only a few expectations demonstrate mandatory training results in learning, sadly over time, there are diminishing results and unsustainable organizational change (Bykov, 2014). Evidence exists indicating sensitive training programs, such as sexual harassment, can trigger men to blame women for mandatory attendance and females to relive adverse events (Magley and Grossman, 2017). Yet, annual anti-harassment training continues, many with impressive-looking curricula and program design (Cooper-Thomas et al., 2013).

#### **2.6.5 Training effectiveness**

Gardner et al, 2018, have questioned workplace bullying training programs' effectiveness. This training is determined by evaluating the curriculum's desired learning outcomes versus actual learning outcomes (Choy, 2009). Participant feedback conducted in interviews, surveys and reflections measure desired outcomes against observed behavioural changes often revealing gaps in the learner's retained knowledge and sustained practice (Burke, 2008). Embedding key learning content is more successful where mentoring, on-the-job expectations or transformational learning are in use (Fletcher, 2015; Dirkx et al., 2006).

Before adopting Senge's criteria, fundamental building blocks must be in place for an organization to learn, Weick, (1995) define sensemaking as a theory and "a developing set of ideas with explanatory possibilities". How do learners within organizations make sense of new, ambiguous, or confusing information? Understanding sense-making within organizations has



grown as evidenced by the literature dissecting and recreating Weick's proposal for a set of possibilities. Appendix F illustrates the studies of reshaping and reinterpreting sense-making. No theory exists but a process of identifying options through micro and macro sense-making.

Once a new decision is made, individuals continue the process through a recursive pattern, repeating environmental scans, acknowledging interruptions, and continuing to move forward in the process of accepting and integrating new information (Weick, 1995). The coping mechanism to make sense of the current state of the learner and new knowledge or skills while interacting and responding to others in the same situation relies on critical reflection and collective reflection remaining separate. This is especially important in emotional situations, such as how training programs designed for reflectivity encourage change to occur in embed culture Do organizations engage in the recursive process consciously or only through necessity?

Rayner and Lewis, suggest in complex organizations where changes occur at an ever-increasing speed of business process changes force the reshaping of the organizational culture, which can result in building internal resistance and impeding the desired organizational shift (2011). This may explain why employees ignore many policies, especially compliance policies. Sandberg and Tsoukas, question the premise that sensemaking needs to occur through significant 'disruptive' events (2015). Alternatively, there may be missed opportunities for organizational culture change in mundane routine activities. In here the habit of reflectivity can be developed with less sensitivity or emotional topics, readying the workgroup with a process to handle more disruptions that are significant.

Abundant organizational studies literature assumes work groups or project teams are like-minded in their approach to a familiar task allowing sensemaking to occur; others, however, merely see collections of people harbouring individual values and reasons for contributing to the job. Sensemaking still occurs but to a more variable degree than anticipated (Brown, Stacey and Nandhakumar, 2008).

Weick and many later researchers focused on observing micro-macro sensemaking. Argyris and Schön went beyond single-loop feedback by first proposing the double-loop feedback model allowing people to make sense of the situation while asking questions to adjust their unconscious mental model (1978). In workplace leaders, it is common for leaders to request more input from other sources to decide on a different course of action. In Weick's term, the pending data points

or equivocality force a leader to take a different direction when added information suggests such an action. Employees observing may view this as an ambiguous and frustrating management practice when the manager is making new decisions based on better information. In the event of tackling a challenging topic or ideas, using double-loop feedback with peers' fear of being singled out, suppressing a position, or looking foolish can be strong where trust is missing. Many business schools may call this office politics at work; however, it establishes a workplace culture of naming, blaming, and shaming which becomes fertile ground for a bullying culture (Piotrowski and King, 2016). Understanding workplace bullying is essential to being able to tackle this phenomenon.

### **2.6.6 Transformative Learning**

New knowledge and lived experience are crucial components of transformative learning (TL) and adult education, allowing the questioning of assumptions and norms (Dirkx et al., 2006; Knowles, 1984). Facilitating progression through these types of learning necessitates critical reflective thinking, understanding both the "how" and "why" of learning (Mezirow, 2000). Taylor and Cranton (2012) posit critical reflection too often becomes the tool used by facilitators to advance the process of rationalizing thought processes rather than challenging assumptions or systemic practices. The mechanisms to achieve adult learning are shaped through instrumental or doing tasks, and understanding of other perspectives through discourse (Mezirow, 1990; Birzer, 2003). Critical to adult learning is the notion of taking action or as Argyris, describes, engaging in double-loop learning.

Moving to transformative learning (TL) the acceptance and acknowledgement of engaging whole-body learning, the cognitive, the emotion and action are interconnected. The learning process is enhanced through the learner's senses, validating the learning and establishing context to shift the latest information into applied learning. TL is predicated on creating learning environments without distractions, and a learner brings a willingness to learn is considered crucial by Baumgartner (2001). Adult learners in the workplace want and seek learning events that will improve their skills, expand their career opportunities, and ensure compliance within the organization. Collectively, TL from the practitioner and learner levels can result in emancipatory knowledge, and the radical questioning of self and organizational structure, processes, and goals (Habermas, 1997).

Mezirow (1997) insists only the process of TL can be measured, not the outcome. It falls to the practitioner to determine the TL method(s) employed during the TL training program. While the benefit of one TL activity over another remains unclear within the literature, there is an agreement that a range of activities aid learners through the TL process. Training metrics frequently are equated to task acquisition demonstrated on return to work (Isenberg, 2010).

### **2.6.7 Anti-harassment learning in other countries**

In the United Kingdom, AH training resources appear abundant through government and not-for-profit organizations with readily available resources online, hardcopy and access to professionals at no or low costs. In the United States, no standards exist for AH compliance training outside of attendance, federal and state government agencies offer online materials in addition to many private training providers. The tolerance for workplace bullying behaviours varies from country to country, for example, Australia tolerates bullying at higher levels compared to Europe and North America (McGrath, 2010; Hutchinson and Eveline, 2010; European Agency for Health and Safety at Work, 2012). In recent years, scrutiny of police and paramilitary organizations has resulted in significant reforms, including training programs and the impact of Employee Assistance programs (Broderick, 2016; Brunetto et al., 2017; Compton and McManus, 2015). In India, despite sexual harassment legislation since 1997, the inconsistent enforcement by the police state to state results in complainants being wary of either the police or legal protection (Plump, 2010). Currently, no national laws exist in India to address workplace bullying although there is a growing movement towards substantive enforcement of state anti-bullying laws given the growing global awareness of workplace bullying (ibid). Individual organizations in India, including within police forces, bullying remains a commonplace and accepted norm.

North America has had in place spotty AH training programs for at least two decades, yet the incidence of harassment and bullying persists even in policing organizations (CRCC, 2017). Antecol and Cobb-Clark (2009) found that sexual harassment training positively impacts both the individual learners and the organization, but it is unclear if bullying was addressed as a topic in these programs.

The overall results for training evaluation are mixed; physical bullying has declined since the 2000s in Canada and the United States (Appelbaum et al., 2012). Increased awareness of bullying raises complaints; however, subtle acts of bullying remain a challenge to assess in

organizations within HR. In hierarchical organizations, changes occur extremely rapidly or continuously at glacial speed, employee complaints can become collateral damage (Hoel, 2014). Pursuing a complaint in such organizations can prove fatal for employees who find themselves removed from the workforce for highlighting the issues being the problem, citing the catch-all term, 'poor fit' for the position or organization (Kreissl, 2018). Measuring bullying is key to establishing a baseline for the current state and awareness of gaps.

## **2.7 Assessing Bullying**

While a wide range of self-reporting assessments and inventories measuring exposure to bullying exist, most of these instruments have rarely gained traction beyond a few studies (Jennifer et al., 2003). Measures of success for anti-harassment (AH) training programs currently occur through informal and formal methods. Informally learners who share ad hoc verbal comments with training facilitators have no obligation to share or maintain any records. Many organizations seek formal measures, especially for mandated training programs where external stakeholders or legal obligations are required. The most prevalent metrics are learner attendance, with embedded content quizzes. Formal metrics range from a low level to sign-in and out attendance sheets, a reliable metric, especially for mandatory programs (McLaughlin, 2014). Beyond the walls of senior management and Human Resources, typically only meta-data is communicated regarding attendance, for example, 90 percent compliance. Competency testing measures content and meeting key learning objectives in either online or computer-based training programs. However, Peterson and McCleery, (2014) note little evidence exists regarding either approach for harassment programs. Comprehensive formal employee engagement surveys tend to have a token number of questions to assess workplace bullying and training is often insufficient in providing context as Macey and Benjamin discerned when examining the reason and purpose of such information-gathering tools, (2008). Such surveys focus on dominant themes glossing over any nuances relevant to training effectiveness and often ignored outlier data points. In addition, in large organizations (ibid; Ulrich, 2016), Human Resources focus efforts on measuring the number of complaints by protected group membership and by legally defined criteria for workplace harassment.

### 2.7.1 Evaluating Training

Practitioners frequently implement evaluations relying on self-knowledge or internal practices evidenced by numerous status reports on bullying (Bykov, 2014; Fraser, 2017). Several evaluation instruments are available; in my studies I selected the Kirkpatrick Evaluation Model (KEM). The KEM continues as a popular and widely used evaluation choice of practitioners since the 1960s to measure training because it is easy to administer, understand, and analyze practitioners (Kirkpatrick, 2009). Studies across countries and disciplines have used the Kirkpatrick evaluation model in the US (Buriak and Ayars, 2019), Europe (Moldovan, 2016), Australia (Brunetto et al., 2017), India (Rajeev et al., 2009) and Canada (Simpson and Scheer, 2016), to name a few.

The KEM is easy to administer and interpret globally in training evaluation research studies (Nam et al., 2010). The simplicity appeals to practitioners. The use of a four-level model implies a progression from one level to another, from individual to organizational level. This is not accurate as there are discrete levels to measure training. Level -1 provides feedback from individual learners, level -2 measures recall of learning by learners, level -3 identifies the application of new learning back on the job and level 4- examines the organizational integration of the learning (Kirkpatrick, 1994).

The four levels of the KEM approach to the learner reaction to the training are learning and knowledge acquisition during the training event; behaviour change due to the activity; the degree to which targeted outcomes occur because of the training and the support and accountability package (culture, business results and innovation). Much of this has been adopted by trainers for many decades (Kirkpatrick, 2009; Smidt et al., 2009). Kauffman's 5-Level Model furthers KEM by linking training costs, training events and direct impact on productivity and value to corporate identity. Kauffman's 5-level Model distinguished level 1a into the input of training materials and level 1b process, meaning did the delivery of the training, go as intended. Levels 2, 3 and 4 mimic KEM, and level 5, societal outcomes, seeks to address the impact of the training on the 'mega-level' clients referring to external stakeholders or society at large. Kauffman's 5-level Model seeks to measure training at the macro level (Kauffman and Keller, 1994). Critiques of KEM call the instrument simplistic and limited in scope (Reio et al., 2017).

“Earlier critics viewed KEM as too simplistic, incomplete or misleading” (Bates, 2004) while more recently the instrument was also called limited in scope (Reio et al., 2017). The Kirkpatrick model omits the influence of organizational culture and assumes the specific context of the learner is the same, yet content will be interpreted and applied differently based on the learning style, capacity, and interest in the content (Salas and Cannon-Bowers, 2001). Currently, no study demonstrates the correlation between each Kirkpatrick level. Each level is discrete offering valuable information meaning level-1 data is no less useful than level 4. More than 90% of responses occur at level 1, and only 4% complete level 4 (Kirkpatrick and Kirkpatrick, 2010). The lack of stage 4 KEM is said to be burdensome for most organizations (Kirkpatrick, 2009). The KEM does not measure in a continuous linear assessment, but rather four stages of training efficacy from individual learner engagement to embedded organization adoption (Bates, 2004; Kirkpatrick and Kirkpatrick, 2010). I rationalized expanding the research methods in this study to address gathering data on participants' behaviours specific to bullying and information on the organization's culture. Discussed below are the bullying assessment instruments.

### **2.7.2 Assessing workplace bullying**

A few assessment instruments dominated workplace bullying studies namely the Inventory of Psychological Terror, LIPT (Leymann, 1990) and the Negative Acts Questionnaire, NAQ-R (Einarsen et al., 1994). Both instruments are in a user-friendly, simple and easy to administer format (Salin, 2001). The expanded 48 items LIPT was mainly administered to undergraduate students (Leymann, 1990; Keashly et al., 1994). Students are not likely to have the same external drivers as full-time employees. Student-workers know future work options exist upon completion of their degree programs; not so most employees who may be economically or geographically tied to a workplace. Therefore, the results from LIPT obfuscated the impact of actual bullying in the workplace.

The revised NAQ-R was developed for countries outside Scandinavia and has proven a reliable measure of workplace bullying from full-time employees across work sectors and geographic locations (Makarem et al., 2018; Tambur and Vadi, 2009; Einarsen et al., 2002). NAQ-R is a unidimensional assessment reliant on self-reporting data specific to employees' experiences from the previous six months (Ma et al., 2017). The internal reliability using Cronbach's alpha coefficient has been measured between 0.91-0.95 for males and females in Japan (Tsuno et al,

2010), This compares to studies within Scandinavia where internal reliability was between 0.88 to 0.90 (Nielsen and Knardahl, 2015).

The NAQ-R measured exposure to bullying within the previous six months on a scale of "Never," "Now and then," Monthly, Weekly," and "Daily." Previous studies had few respondents indicate "Daily" (Einarsen and Skogstad, 1996; Salin, 2001). The frequency of bullying behaviours will provide insights into the current degree of workplace bullying and any changes since introducing 'Respectful Workplace' training. The NAQ-R high validity applies the Cronbach's alpha score for 22-item NAQ-R being 0.90 demonstrating excellent internal consistency (Einarsen et al., 2002; Nam et al, 2010; Lee et al., 2016). NAQ-R has proven reliability and validity to satisfy research applicable to multiple sectors, is easy to administer and produces results readily communicative by researchers to practitioners and participants (Einarsen et al., 2002). Researchers in many diverse cultures such as in Asia accept this instrument, Europe, the Middle East, and Australia use NAQ-R. Some researchers are moving bullying assessments to an online medium however, to date, NAQ-R is not one of them (Ma et al., 2017). While Einarsen et al. (2009) suggest fewer items may be used on the NAQ-R questionnaire, I chose to retain the standard 22-items. Self-identifying as being bullied has a higher correlation to future mental health issues than mere exposure to workplace bullying and how one perceives the workplace culture (Nielsen and Einarsen, 2012).

### **2.7.3 Assessing Workplace Culture**

Insights into the workplace culture employees face daily provide context to participants' organizational values and practices. Jung et al, examine seventy qualitative and quantitative culture assessment instruments to determine 'fit for purpose,' concluding there is no ideal assessment for measuring organizational culture (2009). Yet, organizational culture is the precedent for workplace bullying and a pivotal determinant of corporate performance, workplace safety and employee engagement (Aktaş et al., 2011, Giorgi, 2009, Henri, 2006). Engrained in some organizations are cultures that set the norm both formally and informally. In Japan, *ijime*, this term for bullying imposes excessive workloads and length of the workday on a target. Employee's *ijime* can entail working to literal death (Abe and Henly, 2010). The movies and social media often mythologize policing organizations as noted by Cochran and Bromley (2003).

Several culture assessment instruments are available to researchers. For example, the Quality Improvement Implementation Survey (Shortell et al., 2000) is specific to hospital environments; the Organizational Culture Inventory (OCI) measures culture along a limited number of aspects is cost-prohibitive, complex to use and interpret (Heritage, Pollock, and Roberts, 2014). The Core Employee Opinion Questionnaire (Buckingham and Coffman, 1999) focuses on managerial practices influencing culture. The urgency to establish a baseline on the current state of bullying was influential in selecting the instrument. The OCAI (Organizational Culture Assessment Instrument) allowed participants to identify the current and preferred workplace culture with insights into participants' impressions of leadership (Cameron and Quinn, 2011).

The inclusion of OCAI will complement results from the Kirkpatrick Evaluation Model (KEM) and the organization's training documents, policies and reports. Measuring the specific negative behaviour of bullying through the assessment tool will affirm results from the OCAI. As Heritage et al. (2014) state, the OCAI provides essential insights into the organizational culture and questions the leaders' commitment and role. Replicating methodologies from previous studies allows comparisons to be made among studies, identifies common themes, and differences, and offers new insights into the organization under review in this study.

## **2.7 Paramilitary Organizations**

The expectation that paramilitary personnel excel through brute force may have been relevant 150 years ago, but the communities they now serve demand a different approach to policing and law enforcement, one where well-educated, technically sophisticated specialists are needed (Canadian Government, 2017). Sub-group cultures infringe on the social life of Regular Members insisting on after-work BBQs, drinks and alike. Choosing not to be part of such a gathering signal to the rest of the group, "You're not one of us." The ongoing challenge for sub-cultures is how well new Regular Members join in and adapt to any further changes imposed by the broader organizational culture (Boisnier and Chatman, 2002). Female Officers' have been systemically re-victimized after harassment complaints are filed following social gatherings (CRCC, 2017; Canadian Government, 2017). While bonding within groups can be helpful and healthy, entrenched sub-cultures can actively oppose organizational change when left without timely oversight and accountability (Mishara and Martin, 2012). For many decades, paramilitary personnel were stigmatized or even punished for seeking mental health counselling as it was seen



as a weakness resulting in more workplace dysfunction and unresolved individual health needs (Bikos, 2017). The intended image of the RCMP organization and perception of personnel being driven, tough, heroic, and competitive still holds today given the current recruitment promotional materials and training focus (Quan, 2017). Many factors affect occupational training such as age, social class, education, gender, or ethnicity, and can impact how mental health needs are acknowledged, addressed, and treated (CAMH, 2018).

Organizational culture moulds both self-perception and an individual's perception of others, yet as Hofstede (2001) points out, it is the environment that impacts the employee's response to uncertainty and risk. Organizational culture literature often combines multiple negative topics, including bullying, into umbrella terms such as bad organizations or toxic organizations, affecting both work culture and organizational productivity (Griffin and Lopez, 2005; Harvey et al., 2009). Toxic organizations struggle with culture and organizational change breeding a lack of cohesiveness among leaders and employees. The lack of consistent leadership and approaches to processes aids one specific group of employees, psychopathic leaders (Babiak, 2006). They enter the workplace, often striving for and achieving positions of influence and status, then commence causing chaos at every turn (Namie, 2003; Namie, 2017).

This study will measure the impact of anti-harassment intervention programs within a hierarchical organization in one-step towards addressing the current imbalance in the literature currently dominated by micro-traits, single-variants, and leadership styles studies. To attain the answers to questions based on the realities of complex organizations incorporating both qualitative and qualitative data is a necessity (Easteal and Ballard, 2017). It seems reasonable in this study to understand training effectiveness from a three-fold approach: i. training data, document review and the use of the Kirkpatrick Evaluation Model (Smidt et al., 2009) ii. Culture using the OCAI assessment (Cameron and Quinn, 2011) and iii. (Hoel et al., 2001) works serve to measure how negative bullying behaviours are occurring within the organization, establishing a baseline using the NAQ-R assessment. Collectively this result will be a comprehensive picture of training effectiveness.

## **2.9 Summary**

Increasingly, organizations want to know if training serves its stated objectives affecting the organization's culture for learning, satisfying shareholders by attaining compliance and analyzing

cost-benefit. Using the bullying definition including the elements of time, repeated negative bullying acts on the intended target for this study. Curiosity drives me as a research practitioner regarding the impact of mandatory training targeting bullying sparked further questions. “Do AH training have the desired impact?” The literature sparked a host of subset questions: “Is this AH training targeting the right people?” In reviewing organizational development stages, the leader's role, and impact on culture, the question becomes "Are leaders committed to changing the culture?" What other corporate mechanisms aid or prohibit culture change? "Is the approach of one-and-done to training sufficient?" "Have leaders received appropriate training to manage bullying allegations?" "Are leaders and employees held accountable for applying anti-harassment measures post-training interventions?"

A review of how empirical studies alone influences how researchers narrowly define bullying (Agervold, 2007). Conversely, qualitative studies in a sea of ambiguous bullying definitions focus on psychosocial and environmental factors as noted by my work supports Einarsen et al. (2020) and Namie (2017) definition, including a time reference, frequency of negative behaviours, and the negative impact on work performance. From the practitioner's perspective, the limited legislation in Alberta and Canada obscures the interpretation and application of the guidelines, processes, and protections for both employers and employees.

The OACI will aid in understanding the current and desired culture states among respondents. Collective data sources will provide insights for the RCMP leadership to examine and comprehend if and how workplace bullying is addressed. Reflective and critical discourse at the senior strategic level will assess, acknowledge, affirm, and explore potential action steps to eradicate bullying in the organization progressively. I will integrate a qualitative review of agency organizational policies, procedures, practices, oral feedback, questions, and actions from K Division with Senior Strategic Leadership Team member insights into the current culture and level of perceived workplace bullying.

In the next chapter, a discussion of specific assessment tools incorporating qualitative and quantitative methodologies will establish a baseline for K-Division's, Central Alberta District regarding the impact of its anti-harassment programs. These questions require consideration of training data to analyze alignment to organizational operational and strategic elements, but statistical data related to the current culture and levels of bullying.

## **CHAPTER 3: METHODOLOGY AND DESIGN**

### **3.1 The Plan**

This chapter discusses the research design and methodology applied to this study using action research as a meta-methodology allowing the flexibility to pursue the research objective. This chapter consists of six sections: Section 3.1 outlines the reason for selecting action research as a strategy. Section 3.2 provides a description of the research strategy justifying the selection section of each item to the research problem and context. Section 3.3 Research methodology and design. Section 3.4 describes the chosen methods of inquiry. Section 3.5 Data collection and, Section 3.6 Research quality identifies the process used to analyze research data and Section 3.7 a summary.

### **3.2 Research Objective and Context**

As a practitioner, I sought a pragmatic approach to address the research questions given the interconnection of a researcher's philosophy and lived experiences. Lincoln et al. (2011) state, that all experiences are viewed through a basic set of philosophy and beliefs that define our worldview and guide our actions to novel situations or problems. Pragmatism is defined as the scientific approach that aids in selecting what to research and how to undertake the study based on the end goals of the research this definition is supported by Cherryholme (1992), Kaushik and Walsh, (2019) support a flexible approach providing the freedom to incorporate multiple methods. Pragmatism's flexibility does not restrict the researcher to one rigid approach but takes advantage of the spectrum of qualitative and quantitative methods that collectively strengthen the exploration of complex social workplace issues, such as bullying.

Coghlan and Brannick (2007) view research as serving one or more stakeholders. I agree and see at least three stakeholders in this study: i) the immediate stakeholder, the RCMP organization. ii) The existing body of literature on bullying, and iii) Practitioners: addressing bullying in AH programs, training evaluation processes, and the connection between training, bullying behaviours and culture. iv) Personal and professional development of the researcher honing my communication skills, organizational systems knowledge, and applied research techniques. In this case, studying a current situation with real implications. Additional stakeholders may include the public, special interest groups and political bodies.

This study engages a contained group within a large organization with a real issue, workplace bullying (Fraser, 2017; Appendix K). The areas for research design include i) how effective the current anti-harassment training are within the organization by implementing qualitative survey questionnaires (Easterby-Smith, Thorpe and Jackson, 2015); ii) understanding the degree of bullying in one specific geographic boundary and timeframe. Training programs are used as vehicles to communicate and educate policies, procedures, and practices, plus influence organizational change and culture (Walker, 2017); iii) how has the organizational culture changed because since the introduction of anti-harassment training programs by examining second level documents (Obi-Anike and Ekwe, 2014). This study design used limited first-level contact with persons directly involved with administering training programs at some level. ii) Reviewing RCMP documents and reports. Addressing organizational culture is a significant factor in any workplace influencing employee performance, motivation, and workplace commitment (Babiak and Hare, 2006). iii) Measure the extent of workplace bullying using the Negative Assessment Questionnaire-Revised (NAQ-R. Given the widespread global use of this instrument: in Greece (Kakoulakis et al, 2015), Korea, (Lee et al., 2016), Estonia (Tambur and Vadi, 2009), Croatia (Tot and Radošević, 2018) and the UK (Carter et al., 2013) it is applicable for this study, and iv) assess the current organizational culture using Cameron and Quinn's (2011) Organizational Culture Assessment Instrument (OCAI). The organizational culture is the fertile ground that fosters acceptable verbal non-verbal and written ways of operating one-on-one or in groups. Collectively, this information becomes an informative source for policymakers, leaders, and training personnel.

Training programs set the conditions for the learning experiences and subsequently applied learning, individual transformation, and organizational culture shifts. Adopting multiple approaches to this study becomes important to capture the comprehensive picture of bullying in this organization. Establishing a practical systematic approach where distinct phases enable me as the researcher to focus using the lessons learned from Luyt, (2012). Knowing the extent anti-harassment training programs meet these practical outcomes is of importance to stakeholders. Measuring the impact of this training from the employee perceptions, and their lived experience of bullying and organizational culture provided indicators of the impact the 'anti-harassment' training program has had in Central District Alberta in addressing bullying. The opportunity to generate meaningful results for RCMP K-Division leaders was my rationale for taking an action

research approach. This theoretical approach appeals to practitioners as it offers the possibility of being more relevant to the stakeholders. These desired aims informed and shaped the research protocols and techniques in my study. Coghlan and Brannick (2007) suggest research should address three different audiences. First, bring awareness to the immediate stakeholders of the value of this research. Second, add to the body of literature in the field of workplace bullying. Third, enhance the personal and professional development of the researcher.

This mindset led to the selection of studying only one district within the K-Division. There were multiple challenges for consideration. Conducting a questionnaire survey required the senior leader to be an active and publicly champion this study given the test fatigue some RCMP employees expressed. The geographic location of the multi-site also required negotiating with the RCMP's use of an existing courier service to facilitate contact. The difference in the size of detachment units meant limiting demographic data collected to maintain confidentiality in the unlikely event a completed survey if inadvertently opened by anyone other than the researcher. I had no contact with the extended district management team nor individuals within any detachment before the launch of the questionnaire other than the Chief Superintendent and his executive administrative assistant. Overcoming each of the challenges was possible due to the abundant support of senior leadership.

### **3.2.1 Research Strategy**

A research strategy provides general parameters while steering the research throughout the course of its journey. Using the philosophical foundation of William James and the importance of management theory of valuing by incorporating both experience and observation as reported by (Easterby-Smith, Thorpe and Jackson, 2018). As a research practitioner, I acknowledged I am a realist and my role within the world context is both independent and interdependent. My formal training in the sciences and a career reliant on data unconsciously glide toward a positivist pragmatic approach, gathering and analyzing data. Glaser (1998) argues the constraints of following anyone's prescribed research philosophy narrow one's lens. Other forms of data generation have demonstrated narrative studies can provide both a lived experience of the process while using a pragmatic action research approach pragmatist epistemology where real, concrete and knowable experiences are bound by time and context (Easterby-Smith, Thorpe, and Jackson, 2018). This approach is most appropriate to research -practitioners who are seeking

solutions to real problems. It is this use of both qualitative and qualitative approaches to action research that I believe will provide rich data to the research questions. Action research allows the use of multiple instruments and tools to gather data. The resulting data allows themes to emerge through iterative steps to explain the process rather than test or verify an existing theory.

My desire as a practitioner is to use local knowledge for this study representing one portion of this enormous RCMP organization. This is in alignment with the literature that recognizes the significance of examining local culture, and environment and making contextual sense of added information (Simpson and Scheer, 2016; Ahmed, 1990). I intend to stir local leaders into taking appropriate action to manage bullying in the long term.

Focusing on mandatory anti-harassment training placed a focus on the literature of John Dewey's position, the Kolb learning Cycle of feeling-watching-thinking and doing is founded on pragmatism in addition to being the key element of adult education with its the notion of continuous learning. Critics Desmond and Jowitt (2012) argue Kolb's learning cycle cost-benefit minimizes holistic learning. Donald Schon and Chris Argyris focused more on how learning influences organizational change, identifying single-loop learning consisting of doing, i.e., action produces results. Critics cited that single loop learning effectively removed symptoms rather than identifying root causes or challenging individual or systemic beliefs and assumptions. Sun and Scott, (2003) distinguish organizational learning, such as mandatory training versus a learning organization, where conditions persist that encourage curiosity, exploration, and problem-solving systemic issues through a culture of ongoing reflection across the organization. The elements of thinking and doing became key components of the works of those who stressed the importance of reflection to further learning and organizational change. The double-loop learning method delved deeper by questioning assumptions before acting and seeing results; it is dependent on three skills: self-awareness, candour and taking responsibility (Paul, 2003). Despite double-loop, learning being preferable learning, organizational policies can deter the necessary learning environments through organizational policies, processes, and practices (Sun and Scott, 2003).

The works of Malcolm Knowles andragogy dominated the 1980s in North America. It provided a framework for how-to instruct adults rather than an inquiry into why adults learn in a certain way significantly influencing the field of adult education (Taylor, 2007). It was important to distinguish process from critical inquiry. For many years two separate lines of literature

emerged; one was in the form of action, the other in knowledge to action creation (2006). I believe it is objectively difficult to separate the social world from research practice; we are interconnected. At best, we can be aware of our social location and potential biases. The social context of data gathering informs and shapes how we read and interpret the material (Cherryholmes, 1992). I remain a pragmatist; I embrace the epistemology that our way of knowing predisposes us to a way of being (Reybold, 2002).

My thesis has incorporated both qualitative and quantitative approaches and instruments to understand the impact of training on this group of RCMP employees. Exploring this topic area using action research provided me with the opportunity to expand personal and professional development at each reflective step, that is, completing a doctoral thesis and addressing a relevant workplace problem. Awareness of critical sensitivity (Alvesson and Deetz, 2000) and critical subjectivity (Reason, 1988) Therefore, selecting action research is a reasonable approach to simultaneously address practice and existing theory (Zhang et al., 2015).

### **3.3 Research Direction**

Incorporating an Action research (AR) study using multiple methods provides flexible boundaries to address the research questions (Cresswell, 2013). Easterby-Smith et al, posit AR contains an experimental knowing garnering data from different research methods, analyzing the learning and sensemaking through the iterative process steps and includes a reflective step (2018). Previous literature focused on bullying using AR explores variables of leadership, bullying behaviour and impact on targets (Ciby and Raya, 2014). Knowing what data does or does not contribute to further understanding while simultaneously addressing the research questions necessitates the researcher consciously examining new material by being purposefully reflective. I maintained Js and notebooks to track developing thoughts and questions at each stage of the study; the materials have become more valuable as the process evolved and double-loop reflection occurred. The interview sessions with employees in different organizational roles provide a fuller picture of workplace bullying in this organization while maintaining a pragmatic focus on the research questions, is bullying occurring? Is the anti-harassment training working? In addition, is there a noticeable culture shift? The use of action research informed me, to manage the scope of the data, and expand, or contract lines of inquiry to address the research questions (Cresswell and Plano Clark, 2011).

### 3.3.1 Outsider Researcher

Action Research (AR) demands the researcher apply both self-reflection and reflective practice throughout the research process. Reflection is an iterative process throughout the study following Deming's Model (Fig.AA) conveying the researcher's thoughts, feelings, and actions grounded in my values, beliefs, gender, and lived experience.

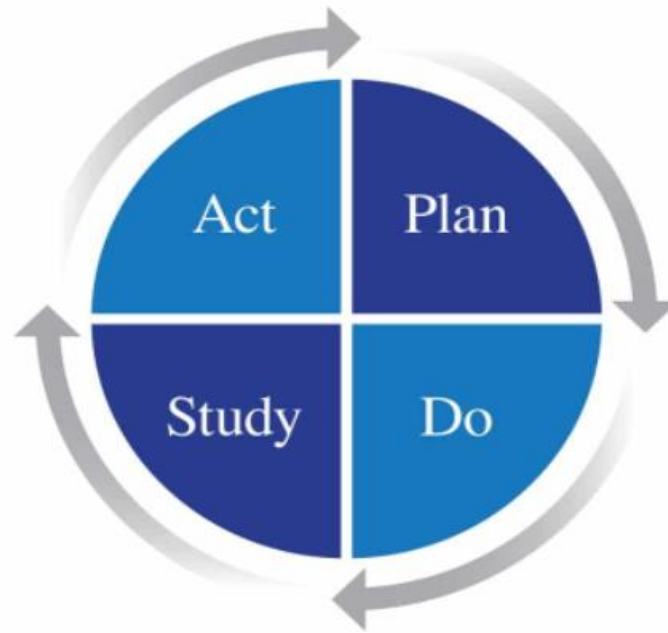
My career has spanned twenty-five years, much in Human Resources and Organizational Development. I investigated bullying, and facilitated anti-bullying programs but only personally experienced workplace bullying twenty-two years into my career. It was an extreme encounter with a bully in an exceedingly toxic environment. I was neither the first nor the last of my colleagues to be bullied by this positional leader. Journaling and reflection revealed the progression and escalation of the bullying raising my curiosity. Why did I become a target? Why was bullying permitted organizationally?

My positionality is based on being part of the social world (Savin-baden and Major, 2013) and living in three countries. Growing up in the UK, my interaction with the police was positive; several of my friends and siblings' friends had one or more parents who were police officers. A local constable was often on primary school crosswalk duty where he (I did only see male police officers on the local beat) got to know students by name. It was a regular occurrence for me to drop off homemade cookies from my mother at the local police station. In North America, my positive interactions continued with my limited interactions with the RCMP at citizenship ceremonies and required security screenings. The proliferation of armed law enforcement in both the US and Canada was initially jarring when I first emigrated; however, the sight is now a norm at every level of police enforcement.

Grix (2019) further defines positionality through three areas i) the topic being researched, ii) the research participants and iii) the research context and process. As a citizen of Canada, I was aware via the media and news reports of the leadership, bullying and cultural challenges facing the RCMP dating as far back as the 1970s. However, I did not have any close relationships currently engaged in the RCMP in any capacity, giving a degree of distance. Once I selected the organization and topic, I studied publicly accessible organizational documents which later became a component of the data formally reviewed.



Figure 7: Deming Cycle



Within social sciences, the binary terms *insider* and *outsider* terms are used to describe a researcher's role. Denzin (2003) suggests we are all outsiders at times with no position being better than another is. As I was not engaged in any formal capacity with the RCMP other than the subsequent MOU (memorandum of understanding) before commencing the study, I saw myself as an “outsider” researcher. The position of outsider researcher did provide a degree of aloofness to operate without fanfare, allowing interviewees to engage in a level of candidness that was refreshing for both parties. As an outsider, I brought fresh eyes to a persistent issue by asking questions that insiders may overlook, misinterpret, or be hesitant to raise with the ability while remaining independent of any inside parties (Tinker and Armstrong, 2008).

From the outsider position, I incorporated reflexivity to gain a perspective of this organization. Reflexivity is the process whereby the research-practitioners state of thinking from a worldly perspective about the organization and participants being studied and positionality which may alter the planning, execution, and interpretation of the research (Rowe, 2014). Reflexivity is also an iterative process where positionality represents a research practitioner's individual world view of the research topic, in this case, workplace bullying.

The binary terms *insider* and *outsider* terms are used across social sciences, while Denzin (2003) suggests we are all outsiders at times with no position being better than another is. However, I saw myself as an “outsider” researcher because I was not engaged in any formal capacity with the RCMP other than agreeing to an MOU (memorandum of understanding) before commencing the study. The position of outsider researcher did provide a degree of aloofness to operate without fanfare, allowing interviewees to engage in a level of candidness that was refreshing. As an outsider, I brought fresh eyes to a persistent issue by asking questions that insiders may overlook, misinterpret or are hesitant to raise with the ability to remain independent from any inside parties (Tinker and Armstrong, 2008). It would be naive to believe interviewees did not filter information before engaging with an outsider researcher. I am aware that by being an outsider the micro-politics, power, and social dynamics could be at play. In addition, the lack of informal access to personnel and approval of any written research material could be problematic.

There were a few occasions when non-verbal communication, such as long pauses in the conversation, occurred. These included references to people no longer in the organization whose backstories only insiders knew. Most of the time, I asked direct follow-up questions and received candid responses. The overwhelming interactions with RCMP employees resulted in forthright conversation; they provided facts, personal observations and opinions related to the study topic from multiple perspectives based on their role, longevity with the organization and leadership status. I concur with Gummerson, (2000) who states the lack of an insider presence in day-to-day interactions is overstated. Insiders are comprised of different subgroups with different levels of influence. I accepted the role as an outsider and was grateful to have access to key stakeholders, especially senior leaders throughout the study through in-person and telephone interviews.

### **3.4 Research Methodology and Design**

A fixed MM approach of qualitative and quantitative research designs informed this research to address the research objective. I used an iterative design; the data collected informed the next process step through a time of reflection (Table 2). Phase I represents the pre-study stage, my readying for the research study with both the RCMP and the university. Phase II signals the beginning of the research by compiling the survey questionnaire, and participant consent form and

conducting interviews with stakeholders within the organization (Appendix H). Phase III notes the findings and analysis from each of the qualitative and quantitative sources including a stakeholder third interview. Phase IV forms the stage of recommendations after the fourth stakeholder interview. The recommendations were presented to the senior leadership team and the district management teams. Phase V is the Implementation stage however, events beyond the control of the researcher intervened. As a research practitioner, my expectation is the research findings will inform the organization and its leaders into taking action steps.

### **3.4.1 Multiple site data Collection**

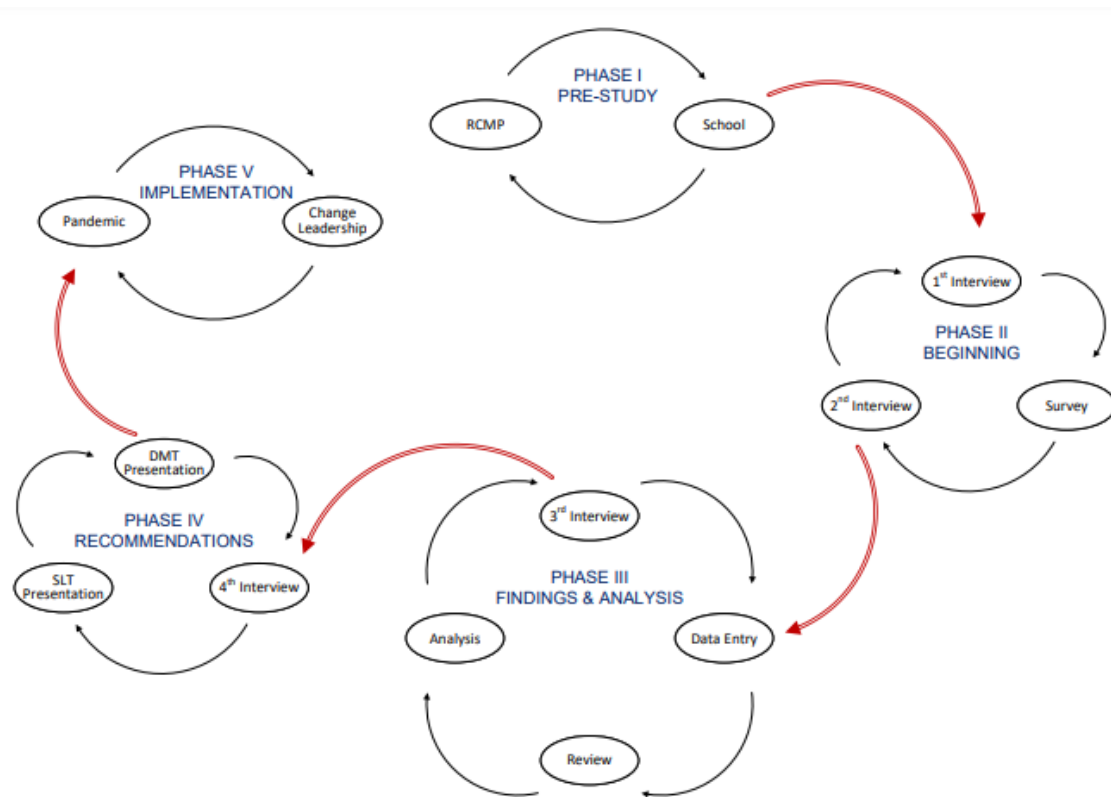
As Chapter 1 outlined, the RCMP is a multi-site organization. My study was conducted in one District, Central Alberta District of K Division RCMP comprised of multiple locations. Multiple sites both within one organization and across multiple organizations are commonplace for research studies. Williams, Dawson and Kristjanson, 2008 indicate data collected using a coalition or coordinated approach best serves multiple sites. The quantitative surveys NAQ-R and OCAI were conducted include a coalition-based. The qualitative data includes reports, training materials, policies, and complaint processes, from multiple sources: RCMP headquarters, Ottawa, K-Division and Central Alberta District Office. Collectively, this sum of the quantitative and qualitative data will provide a clearer picture of the state of bullying in this RCMP District.

### **3.4.2 Iterative Process**

The iterative design allowed data collected to inform the next process step through a time of reflection (

Figure ). Phase I represents the pre-study stage, my readying for the research study with both the RCMP and the university. Phase II signals the beginning of the research by compiling the survey questionnaire and conducting interviews with stakeholders within the organization. Phase III notes the findings and analysis from each of the qualitative and quantitative sources including a stakeholder third interview. Phase IV forms the stage of recommendations after the fourth stakeholder interview. The recommendations were presented to the senior leadership team and the district management team. Phase V is the Implementation stage however, events beyond the control of the researcher intervened. As a practitioner, one hopes the research findings will inform the organization and its leaders to take action steps.

Figure 8: Iterative Approach to this Research Study



### 3.4.3 Triangulation

Quantitative research methodology is accepted as the foundation of scientific research reliant on reporting statistical data to address focused research objectives. As Flanagan (2013) claims the scientific method (quantitative) is the most powerful for discovering truths about the world. Others raise concerns regarding the limitations of statistical significance data in research assessments, Schneider (2013) among them.

This study includes two quantitative instruments to collect data on specific aspects of the issue (Easterby-Smith, Thorpe and Jackson, 2018). Atieno (2009) suggests any limitations of qualitative research methodologies can be addressed with the addition of quantitative research methods (ibid; Creswell et al, 2003). This study chose to incorporate multiple methods to gather data from a broader perspective and interpreted it as descriptive statistics. I chose to analyze data

separately and then apply triangulation to identify support, alignment, or gaps among the collective findings.

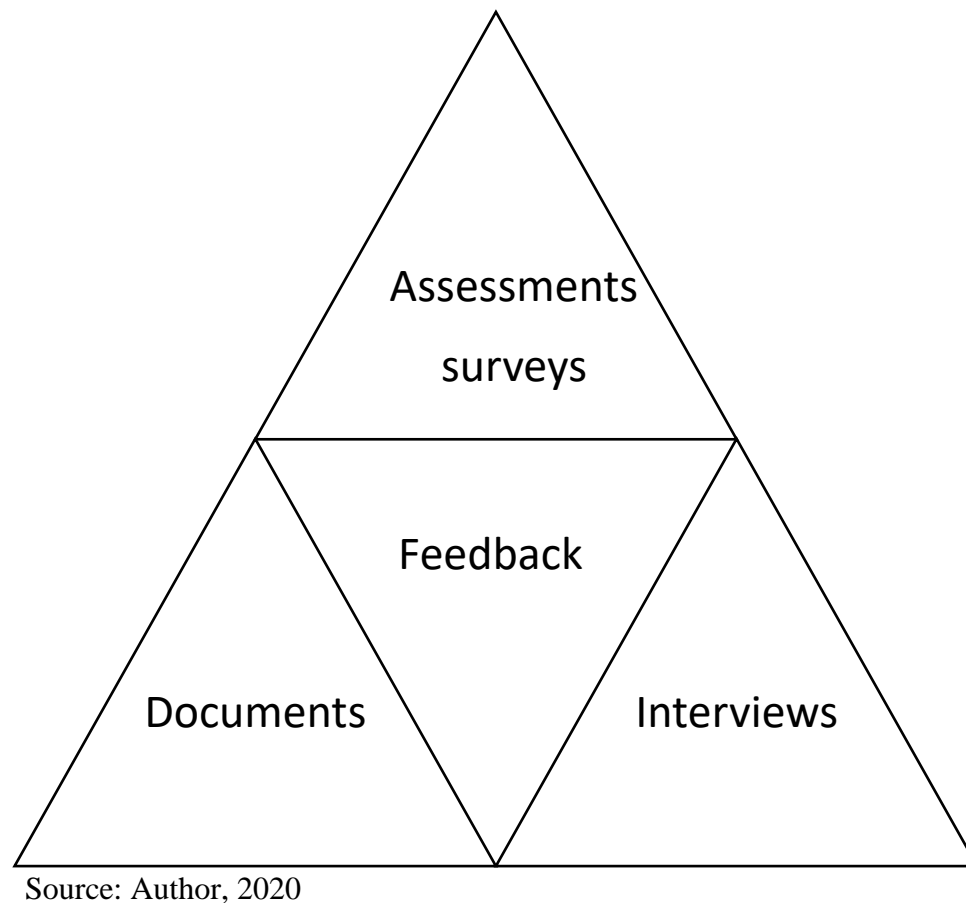
Research design is divided between quantitative and qualitative methodologies (Alversson, 2000). Quantitative research methodology is the foundation of scientific research reliant on reporting statistical data to address focused research objectives. Flanagan (2013) claims the quantitative scientific method is the most powerful for discovering truths about the world. Schneider (2013) has questioned concerns regarding the limitations of statistical significance data in research assessments for the assumptions researchers adopt when applying what has now become rote practice. Others challenge the lack the notion of using similar multiple methods in research. For example, researchers use multiple statistical instruments and measures to test a hypothesis. To address challenging research questions the process of triangulation incorporating two or more methods from both qualitative and qualitative methods provide an intersection of information from different perspectives. The benefit of triangulation is to reduce bias, add confirmation of findings and increase the ability to extrapolate findings (Fusch, Fusch and Ness, 2019). Bryman, (1998) argues the researcher in MM and triangulation quantitative studies unconsciously apply qualitative frameworks, for example, the wording of a hypothesis, tool or instrument selection, and structure or survey items are subject.

The value of researchers incorporating triangulation is gaining traction as interdisciplinary research rises despite application challenges given the insights the broader picture, deeper understanding and context of the issue provide, as noted by Bryman (1998). Cresswell and Plano Clark (2011) caution researchers in the selection of MM. The challenges are numerous including applying triangulation too early in the process, reviewing too few methods or insufficient data sources, and the availability of resources to the researcher including time (Olson, 2004). Despite these challenges, I determined MM was still preferable to reliance on training data alone.

In this study, two quantitative instruments collected data on bullying and culture (Easterby-Smith, Thorpe and Jackson, 2018). Atieno (2009) suggests any limitations of qualitative research methodologies can be addressed with the addition of quantitative research methods (ibid; Creswell and Poth, 2016). I chose to analyze each tool separately before applying triangulation to

identify confirmation, alignment, gaps among the collective findings or new emergent findings (Figure 8).

Figure 8. Triangulation



Inclusion of qualitative and qualitative approaches for this research to address the research objective. Qualitative research approaches provide different avenues to gather multiple perspectives of reality not reliant on numerical data (Creswell et al., 2007). Qualitative methodologies are widely accepted in literature and used across the social sciences in the form of interviews, document reviews and phenomenology (Chase, 2005; Clandinin, and Connelly, 2000; Karatuna, 2015). This study incorporated a qualitative survey, semi-interviews, and document review. Alshenqeeti (2014) questions the validity and reliability associated with interviews yet supports their use of them for in-depth subject knowledge. The boundary of context and timeframes for the negative behaviour, and bullying, in this study, are significant. This study

targeted a sample of the RCMP organization, one district within one division for a specific timeframe from April to August 2019.

### **3.5 Qualitative Methods of Inquiry**

This research study adhered to standard protocols regarding research collection in the field as mandated by the University of Liverpool, (2019). The qualitative methods used in this study included interviews and document reviews. Four semi-structured interviews represented possessing direct information and experience of the anti-harassment programs from different perspectives based on their functional roles. The interviews were conducted both in-person and via telephone.

This research study applied a chronological learning approach allowing continuous collection, literature review and data analysis. While gathering and assembling written materials, I conducted interviews followed by survey questionnaires distributed to the targeted group within Central Alberta District (N=837).

#### **3.5.1 Secondary Data**

Secondary data in the form of written documents and reports were a key component including emails, curricula, organizational policies, procedures, processes, media reports and external reports related to the topic of negative workplace behaviours (Houlihan and Seglins, 2018). I reviewed training curricula, policies, complaint process procedures, reports on RCMP behaviours and culture and an employee engagement survey. Consistent with Coghlan and Brannick, (2014) the secondary data was reviewed through the lens of social context to understand and determine its suitability of the secondary data. In addition, there were three commissioned reports between the years 2014-2017 specifically addressed the unhealthy organizational culture in the RCMP (Canadian Government, 2017; Fraser, 2017; McKay, 2014).

#### **3.5.2 Semi-structured interviews**

I conducted four semi-structured interviews with employees within K-Division and Central Alberta District. The position and specific function determined the selection of interviewees related to anti-harassment training program administration, delivery, or oversight. Four interviews were conducted to represent employees who had a direct working knowledge of the

anti-harassment training programs. They included two training program coordinators, one who had been employed for three years from the initiation of the mandatory AH program, and the second coordinator who had recently joined the K Division Training Unit. A facilitator of the mandatory biennial Leadership program which included modules on more in-depth AH training and the Chief Superintendent of Central Albert District responsible for overseeing all mandatory AH training participation of employees under his command. All interviewees served the same functional goals in this complex organization, to ensure all employees completed the mandatory AH programs, each brought separate perspectives on this goal (Ripamonti, S. *et al.* 2016).

The protocol questions included setting the context of the study and the importance of their voluntary voice in the research. Escalating probing questions were determined based on responses from each interviewee moving to an open-ended question format directly related to their level and scope of function.

I employed the eminent approach to coding qualitative data of Johnny Saldana, using coded text to generate broader categories and overarching themes using my interview notes, RCMP reports and written organizational materials (2015). For example, *the learner is aware of the complaint process*, coded as a directive. Through a review of similar codes, categories emerged, which joined other related categories forming overall themes within compliance

### **3.5.3 Culture**

Given the link between mandatory training programs offered to employees and organizational policies, processes, and procedures, it was important to gain an understanding of the RCMP culture from the respondent's perspective. Internal and external reports and documents provide qualitative insights into the existing culture: commission reports, reviews of specific negative behaviours and general organization operations (McKay, 2014; Fraser, 2017). In addition, a formal survey questionnaire was included (see 3.4.2)

### **3.5.4 Evaluating Training**

Evaluating training has long been an elusive area within the workplace. Demonstrating ROI (return on investment) has been the standard business tradition. HR relies on attendance and reduction in grievance numbers to demonstrate effective training programs (SHRM, 2019). However, knowing the degree to which the training content has applicability, transference to the



workplace or impact on organizational culture is also a critical criterion. Several instruments are available; however, I selected the Kirkpatrick Evaluation Model (KEM).

The four levels are the KEM of learner reaction to the training; learning and knowledge acquisition during the training event; behaviour change due to the training; and the degree to which targeted outcomes occur because of the training and the support and accountability package (culture, business results and innovation) have been adopted by trainers for many decades (Kirkpatrick, 2015).

Kauffman's 5-Level Model furthers KEM by linking training costs, training events and direct impact on productivity and value to corporate identity. Kauffman's 5-level Model distinguished level 1 as 1a representing the input of training materials and 1b representing the process. The delivery of the training, asking did it go as intended at Levels 2, 3 and 4 mimic KEM level 2-4, and level 5, societal outcomes, seeks to address the impact of the training on the 'mega-level' clients referring to external stakeholders or society at large. Kauffman's 5-level Model seeks to measure training at the macro-level (Kauffman and Keller, 1994).

Critiques of KEM call the instrument simplistic and limited in scope (Reio Jr et al, 2017; Bates, 2004). However, from a practitioner viewpoint, the organization would only be interested in how training impacts its organization rather than the impact on a societal level. KEMs are not a consecutive linear measure but discrete stages evidenced by overt behaviours within either the individual learner, KEM-level 1, or the organization as an entity, levels 3 and 4 (Rajeev, Madan and Jayarajan, 2009; Smidt et al., 2009). Practitioners agree the additional resources and time required to successfully implement KEM levels 3 or 4 can be burdensome for organizations (Kennedy et al, 2014), KEM was selected because it offered a way to measure both the micro, and individual levels, and organizational level. KEM is easy to administer and interpret by practitioners and has been adopted globally in training evaluation research studies (Nam et al., 2010). While the literature is not overwhelmingly conclusive in measuring training with any instrument, focusing on culture shifts was a reasonable additional pursuit to supplement KEM and NAQ-R.

I included the OCAI instrument that uses a distributive allocation of a numeric based on the respondents' lived experiences and or preferences. The OCAI has six questions asking participants to divide a total score of one hundred among four statements. The assessment design

can confuse participants; however, Brody, Heritage and Pollock, (2014) confirmed the factor structure and criterion validity of the OCAI. It is a robust instrument.

### **3.6 Quantitative Methods**

The survey gathered limited demographic information related to the respondent's position and personal experience of workplace bullying using the NAQ-R (Negative Assessment Questionnaire-revised) and OCAI (Organization Culture Assessment Instrument) (Appendix K), and the organizations (Appendix N, Appendix N).

#### **3.6.1 Bullying Behaviour**

Instruments exist to measure specific behaviours such as bullying. The search for computerized assessment tools continues (Ma, Wang and Chien, 2017). However, most have limited use except the Negative Assessment Questionnaire-Revised (NAQ-R) which has gained global application popularity with localized adaptations of the instrument (Einarsen, Hoel and Notelaers, 2009) and Leymann Inventory of Psychological Terror (LIPT) (Leymann, 1996). The latter assessment has sixty questions and is more cumbersome to both administer and analyze (The NAQ-R has been adapted to meet cultural needs in over forty countries (Tot and Radošević, 2018; 228. Lee, Kim, Shin and L, 2016). The validity and reliability of NAQ-R were consistent reports between 0.91-0.95 suggesting both are within satisfactory research levels (Makarem et al., 2018). The ease of application for both participants and data collection for the researcher were considerations for the selection of this instrument.

#### **3.6.2 Culture**

Every organization has its own signature culture. The RCMP continues to rebuild trust after several publicly aired lawsuits (Brown et al., 2007). I opted to use OCAI because it captured data from respondents for both the current (now) and future (preferred) workplace culture. The use of six questions that request respondents to divide four states with among an allotment of one hundred. This allowed respondents to prioritize the statements according to their lived experiences. Seeing if gaps were present and their extent in any of the four quadrants: hierarchy, market, clan, and adhocracy, would paint a picture of the workplace employees inhabit across six dimensions: Dominant Characteristics, Organizational Leadership, Management of Employees, Organizational Glue, Strategic emphases, and Criteria of success (Cameron and Quinn, 2011). In

addition, OCAI asked participants to consider both current and preferred workplace culture thus providing an opportunity for participants to consider where their workplace culture is and what alternative culture could be possible. This presented the possibility of offering leaders priorities for future next steps. My study amassed a significant amount of data, so storage and protection were important considerations.

### **3.7 Data Collection**

The participants for this study were from one RCMP District within Alberta's K-Division. All employees in the categories of Officer or public servant were eligible and invited to participate voluntarily within Central Alberta District. Concerns to instil and maintain participant anonymity were a high priority; therefore, no personal identifying data were collected. Participants were encouraged to complete the survey during work time and supported and communicated by leadership verbally and in writing before the survey was distributed.

This study included both Officers and public servants governed by federal employment laws and Agreements. Decision-making for their inclusion was achieved through consensus with the administration within K- Division HQ and Central Alberta District. By contrast, civilian employees were excluded because necessary permissions needed to participate in this survey required requests to forty-four local, municipal governments or tribal councils. This was considered unfeasible given the processing time and the resources necessary for either the RCMP administration or the researcher in each municipality.

Participants were dispersed across 24-detachment in urban and rural locations. Before the survey questionnaire being delivered, the Chief Superintendent met with District Managers to discuss the purpose of the research and the target sample group. In addition, the directive that participants be allowed to complete the survey during regular working hours was given. The central data collection utilized the same courier resources to both deliver and return the surveys to Central Alberta District Administrative Offices. The FOIP (Freedom of Information and Protection of Privacy) requested documents from RCMP headquarters in Ottawa were mailed directly to the researcher. Other documents (training curricula, training data and demographics) were provided by K-Division staff and emailed to the researcher.

The survey gathered limited demographic information related to the respondent's position and personal experience of workplace bullying using the NAQ-R (Negative Assessment Questionnaire-revised) and OCAI (Organization Culture Assessment Instrument) (Appendix K).

### 3.8 Research Quality

Validity intends to measure accuracy. This is appropriate for instruments that follow the assumptions of positivism: NAQ-R as recorded by previous authors (Kakoulakis et al., 2015; Nam et al. 2010). OCAI validity was confirmed by (David, Valas and Raghunathan, 2018). Validity requires comparing appropriate tools, processes, and data intended to measure. Qualitative scholars have provided a myriad of ways to measure validity. There are four main types: *construct validity* does it measure what was intended to be measured? *Content validity* is the test appropriate for what is being measured. *Face validity*, does the content of the test appear suitable for the intended measure? In addition, *criterion validity*, do the results correspond to a different test of the same thing? (Easterby-Smith, Thorpe, and Jackson, 2013). Additional validity tests include *Internal validity*, generalization of results relevant only to the research sample; external generalization, ability to generalize results beyond the sample, and statistical conclusion validity, determination of the relationship between cause-and-effect variables.

I applied content validity, face validity and confirmation of data from interviews with formal documents and reports to increase the reliability and validity of research data and results (Saunders et al., 2019). In addition, I also compared the internal and external validity of findings to internal and external regarding the RCMP reports, employee engagement survey and AH training data (Kirkpatrick, 1994; van der Haar et al, 2017; Einarsen, Hoel and Notelaers, 2009; Nam et al, 2010; Cameron and Quinn, 2011). I believe consideration of internal and external generalization is important, and the findings in this study with the possibility to generalize to the larger organizational audience beyond the research project.

Reliability intends to measure consistency between research studies and the consistency of results in similar contexts. Traditional literature contends quantitative methods conform to replication more readily than qualitative methods. However, Hammersley (1992) argues that the

validity of both qualitative and quantitative research can be assessed, “An account is valid or true if it represents accurately those features of the phenomena that it is intended to describe, explain, or theorize” (p. 69). Given the variety of AR methods used in this study, I felt the position of Hammersley (1987) while offering flexibility was too subjective given his precise measurement is dependent on the intended purpose (p. 77). Instead, I believe it is possible to examine the evidence in whatever format using the appropriate analysis per method then compare, contrast and view triangulation to identify emerging themes, confirmation, gaps or anomalies. In addition, self-awareness, owning and declaring one’s biases and social location throughout this study.

### **3.8.1 The Sample Group**

This study focuses on participants from one geographically defined area, K-Division’s Central Alberta District, representative of K Division as it contains both urban and rural detachments, N=1100. However, not all employees were eligible to participate. Only participants in full-time positions and classified as either officers or federal public servants were included. The administrative logistics of ascertaining permission for participants outside of the target sample (part-time, contract, tribal or local civilian employees) would have involved separate requests to local governments and Band Councils which would have taken months, far beyond any reasonable timeline for a study.

The question most MM researchers have is their confidence in the sampling size, consistency in measuring units and analysis methods. In this study, the targeted sample group, was N=837 however the interview portion contained only four interviewees. To bring confidence to the study, I included an internal review of the 2019 Employee Engagement Survey with N=181,538 of which 0.02 percent (n=5065) represented the national RCMP, and 0.002 percent (n=483) represented K Division responses. The RCMP response rates were lower depending on the relevance of the question to the participant, for example, if a respondent had not experienced harassment, then they omitted these questions, see Appendix M for more details. The interviews were supplemented with external reports over the past eight years covering the issues of harassment, sexual harassment, and culture (McKay 2014, McPhail, 2016; Fraser, 2017). The different units from numeric data to qualitative words involved adopting a more subjective approach however, consistency in high numeric ratings would correspond to repeated incidents reported through interviews or court

findings. The analysis will include both statistical and qualitative approaches. Collectively, the data gathered and reviewed will provide insightful information.

### **3.8.2 Data Analysis Process**

MM is inherent with challenges, determining the choice of tools, and instruments, how they are incorporated and at what stage sequence (Cresswell and Plano, 2011). I opted to connect the data by reviewing each data set separately and then analyzing the themes, commonalities or anomalies that emerge between the data sets.

Using a fixed MM approach, specific qualitative and quantitative methods, tools and instruments. The qualitative data in the form of written interviews and internal procedures were coded and categorized allowing themes to emerge. The NAQ-R specifically measured workplace bullying from the perspective of the responder; this consisted of 22 questions measured on a Likert scale. The OACI instrument asked participants six questions requiring one of four responses within each question. All eligible members of the target groups received a hard copy of the survey delivered via internal courier. University of Liverpool SPSS version 17 was used to analyze data; Statistical tests run included standard deviation, mean, and Cronbach's coefficients.

### **3.8.3 Data Storage and Protection**

All personal data collected was anonymous, no personal data associated with name, rank or detachment. Primary data was transformed into electronic format and hardcopies of surveys were shredded. Secondary data, once coded, is transferred into electronic format data. All electronic data was password protected on a device only accessible to the researcher. A password-protected external hard drive maintained a backup copy. All statistical data analysis was conducted on the University of Liverpool online student site and accessible within a password-protected folder. Data analysis using SPSS v17 was conducted on the University of Liverpool platform.

## **3.9 The Role of the Research-Practitioner**

My role was both hands-on, compiling and overseeing the survey questionnaire, conducting primary data gathering: the telephone or in-person interviews, and hands-off or secondary data gathering existing external reports, and internal documents (Easterby-Smith, Thorpe and Jackson, 2018). Throughout the process, I maintained diary recording interactions with questions emerging as the process continued and significant reflections before or after interviews or after analyzing the data. The challenges of using MM as shared by Creswell and Plano Clark, 2011, ensure a neutral position throughout. I believe being an outsider researcher was a benefit in remaining neutral.

### **3.10 Summary**

Addressing a real issue within a highly structured organization, one scrutinized by external bodies and reviewed for its negative behaviours, was a key driver to pursue my study of bullying in the RCMP. Incorporating AR theory using MM and instruments allowed a spectrum of data to be gathered while constantly asking how the data supported or deterred the research question, “Are anti-harassment training effective in the RCMP? Using an action research approach using multiple tools and instruments increases the reliability and validity of the study (2002). Applying reflectivity at each step provided moments to discern what was within the scope of the research question and what remained as interesting but unhelpful data at this time. The next chapter will examine the findings of the study.

## **CHAPTER 4 – FINDINGS AND ANALYSIS**

### **4.1 Painting the Picture**

This chapter presents the findings of my study. The purpose of this chapter is to both report the findings from the AR approach using both MM to answer the research questions: a) is bullying occurring within Central Alberta District of K Division b) How effective is anti-harassment training in deterring workplace bullying; and c) how influential is the culture in the workplace. There are seven sections: Section 4.1 conveys the demographics of survey respondents; Section 4.2 reports how the data analysis was conducted, whilst the ensuing four sections address the research questions: Section 4.3 addresses the question, to what extent is bullying occurring in the RCMP? Section 4.4 examines how the organizational policies, processes and programs influence workplace bullying; Section 4.5 explores the question, does the organizational culture influence, or deter workplace bullying? Section 4.6 examines how effective is AH training. Finally, Section 4.7 provides a chapter summary.

### **4.2 Demographics of Survey Respondents**

The survey component of this study generated a 27 percent response (n=238) from all the detachments within Central Alberta District. The classification, Officers, dominated the study (91.4 percent) while Public Servants made up 8.6 percent that representative of the overall composition of the total workforce in this district. Males with from one to twenty-five-plus years of service in the Force dominated participation in this study with 71.3 percent of the responses (Table 2 and Table 3).

In the OCAI survey, nine questionnaires (3.7 percent) were either incomplete or in a non-compliant format missing one or more questions. The task of dividing one hundred points amongst four option statements proved for some to be challenging. Data were included if two or more questions on the questionnaire were completed. Participants wrote notes to explain their choice for incomplete surveys: “insufficient time;” “too difficult to divide one hundred points among four statements;” and “survey not specific to RCMP.” By contrast, only three (1 percent) questionnaires were incomplete on the NAQ-r assessment. One respondent called the researcher using the prescribed protocol of an assigned survey number rather than any personal identification to explain missing the deadline due to being out of the office. A total of 91.4



percent (n=216) of respondents were officers, of which 71.3 percent (168) self-disclosed as males and 20.1 percent (n=48) self-reported as females. The survey did include a third option of “alternative identity” out of respect for persons who may not affiliate with either male or female; however, zero respondents selected this option (Table 2). Given the RCMP is a paramilitary organization, the gender imbalance in the study was anticipated given the demographics of the overall District that is consistent with other national police forces.

By gender, 71.3 % of the male respondents had 10-14 service years or 22.3 percent. Female respondents were evenly distributed between service years one and nineteen years.

Organizationally, there are a sharp decline past twenty service years for males, and after 15 years of service for females. (Table 3). The spectrum differences in the number of years with the Force and gender reported are significant bringing into question, is the RCMP systematically conducting knowledge transfers of long-serving employees before they leave the organization?

Table 2: Position and Gender

Position	Male %	Female %	Alternative Identity %	Total %
Regular Member	71.3	20.1	0	91.4
Public Servant	0.4	8	0	8.8
Total	71.7	28.7	0	100

Table 3: Number of Service Years by Gender of individuals surveyed

		Male	Female	n	%
# YR in Organization	1-4	45	16	61	25.8
	5-9	23	12	35	14.8
	10-14	52	16	68	28.8
	15-19	30	12	42	17.7
	20-24	8	8	16	6.7
	25+	10	4	14	5.9
Total		168	68	236*	

\*One survey had incomplete demographic data

How long individuals stayed in one job position was quite variable. Overall, 50.4 percent (n=119) of respondents indicated the number of years in their current position was between 1-4

years, the mean was also the 1-4 years too. The number of years in a position between 5-9 years accounted for 21 percent (n=50) of respondents while longevity grew to 22 percent (n=53) for those in a work position of 10-14 years. Forty-two percent of the females reported having less than 15 years in their current role and the historical challenge of moving officers into mid and senior leadership roles without significant demonstrated experience. A sharp drop occurred to 4 percent and 1 percent for employees with 15-19 years and 20+ years in their current role. Most females have 1-4 years in their current positions, representing 46 percent (n=31) (Table 4). These numbers are significant given the Force's stated equity goals of 35 percent female leadership by 2030 to build depth of expertise and stability while balancing the opportunities for career advancement and business reassignment. The Australian equity goals in policing are more ambitious, targeting gender diversity of 50 percent across all job classifications rather than focusing on gender equity in leadership roles (Broderick, 2016).

Table 4: Years in Current Position

<b>Years in Position</b>	<b>Male</b>	<b>Female</b>	<b>Sum</b>	<b>%</b>
<b>1-4 yrs.</b>	88	31	119	50.4
<b>5-9 yrs.</b>	39	11	50	21.2
<b>10-14 yrs.</b>	35	18	53	22.5
<b>15-19 yrs.</b>	6	5	11	4.7
<b>20-24 yrs.</b>	0	1	1	.04
<b>25+ yrs.</b>	0	2	2	.08
<b>Total</b>	168	68	236*	

\*One survey had incomplete demographic data

The number of service years in one's current role provided some insights. The combined distribution by gender revealed two substantial groups; those with 1-4 years (50.2 percent) for males while females accounted for 46 percent. This organization expects its employees to move between roles and classifications frequently throughout their careers, especially those who seek leadership roles. A concern noted by Hoggett, et al., (2019) who express leaders promoted without relevant direct experience will have more challenges integrating and motivating the team. This frequent change in positions and roles creates ongoing re-establishing of team cohesiveness that can stir employee unease, discontent, and wariness.

The overall survey response rate of 28 percent is within the range of previous studies, for example, 4 percent among NHS employees to 49 percent across other policing groups: in the United Kingdom and 30 percent in Australia (Carter, et al 2013; Hoel and Cooper, 2000; Broderick, 2016). The composition by gender and classification (Table 3) is also consistent with past policy studies. (Broderick, 2016; Hoel, Cooper and Faragher, 2000).

#### **4.2.1 Quantitative data analysis**

The use of NAQ-R specifically gathered data related to workplace bullying. The NAQ-R is a one-dimensional construct measuring the exposure to workplace bullying during the previous six months. Respondents were asked individually to rate how often they had experienced each harmful behaviour from other staff in the last six months using a five-point frequency scale 1 = Never, 2 = Occasionally, 3 = Monthly, 4 = Weekly, and 5 = Daily. My study maintained all five options whereas previous studies have combined scores of 4 and 5 into one category (Einarsen, Hoel and Notelar, 2009). NAQ-R provides prevalence data for each of the twenty-two negative behaviours as well as an overall mean score. Notelaer and Einarsen (2012) proposed a simplified scoring of the NAQ-R. Scores of less than 33 indicate the respondent is not experiencing bullying, whereas those with scores higher than forty-five are experiencing workplace bullying. The internal validity in this study using Cronbach's alpha is 0.91. This is close to the findings of Einarsen, Hoel and Notelaer (2009) who reported internal validity using Cronbach's alpha being 0.92 for Scandinavian populations.

The 2019 Public Sector Employee Survey (PSES) included participants across the federal government, N=181,066 of which RCMP national n=5,072 and K Division n=486 however, depending on the survey question, response rates for K Division decreases to n=80 (Appendix N). Respondents reflected on their experiences during the previous twelve months. The RCMP maintains data per division or territory formal complaints received (Appendix N). This is a summary providing contextual trend data.

#### **4.2.2 Qualitative data analysis**

The meta-data collected for this study served to answer the research question, 'Was the mandatory anti-harassment training effective?' 'How do workplace policies, processes and procedures influence workplace bullying'? And 'does the culture impact the effectiveness of the

training?’ Publicly available documents including policies, processes and reports from external parties, the Employee Engagement Survey 2017, and commissioned reports by Parliamentary committees. Internal documents requested under FOIP (Freedom of Information and Privacy) and from senior administration within the K Division included: the anti-harassment curriculum, indirect anti-harassment curricula, training evaluation summaries, and human resource turnover data. The documents are arranged according to the year of authorship. I decided to include interview transcripts and communicate with key personnel given the training evaluation data at the district level was limited.

#### **4.1.3 Qualitative Data**

The qualitative portion of this study took far longer than I had initially anticipated. The use of MAXQDA software aided the process, providing structure to the sorting, identifying key themes and ordering categories. The initial reading of documents allowed for familiarization with the use of language and tone within the RCMP. Creating the initial coding amounted to a degree of trial and error in terms of the usefulness of the data garnered, for example, the RCMP Mission Statement generated themes, including, positive and forward-looking, inclusiveness, and a healthy workplace. These emerging themes helped to identify which factors might help or hinder answering the research questions, such as the disconnect between the theme explained the idealized mission statement and some of the findings in the external reports. Table 5 illustrates the main themes that emerged through coding. Internally and externally authored reports illuminated similar challenges: bullying as experienced by employees; the organizational culture; training effectiveness and administrative processes as revealed in the policies, practices, and procedures. The next section draws from both the quantitative and qualitative data to shed light on the four research questions. The semi-formal interviews involved asking the same questions to each person than allowing open-ended questions based on the positional level within the organization. For example, *Question, how do you measure the success of the anti-harassment training programs?* With a follow-up question, how does this impact or change appear in the organization from your perspective? Each of the interviewees 1-3 provided two interview sessions with follow-up emails and additional data or documents as relevant. The senior leader provided four interview sessions over a period of five months.

Each interviewee followed the same questions outlined below. Among the interviewees, no one had been in their current role for more than three years while R-3 had less than five years and R4 had 29-years in the RCMP. This affirms the demographic data from this survey.

Table 5: Themes from Qualitative Documents

Main Themes	Codes
Experience of Bullying	Overt bullying
	Subtle bullying
Organization Culture	Hierarchy/power imbalance
	Compliance
	Lack of leadership
	Bureaucratic processes
	Lack of urgency
Training effectiveness	Participant satisfaction
	Content recall
	Application
	Harassment metrics
	Low leadership participation
	Inconsistent investigator training
Administrative Processes	Lack of specific bullying definition
	Excessive timelines for complaint resolution
	Applied performance evaluation
	Centralized database

**Question 1: How long have you been in your current position and with the RCMP?**

Table 6: Time in Role and Organization

Interviewee	Time in Position	Time with the Organization
R1	3-yrs	3-yrs
R2	One month	<1 yr.
R3	2 years	2-yrs
R4	18 months	29 yrs

**Question 2: How is anti-harassment training measured in the AH programs you oversee/manage?**

Interviewee	Response
R1	I delivered the Respectful Awareness program, it was voluntary. I had to be invited into a District/detachment. Feedback was mostly verbal, after-session comments. The mandatory anti-harassment training was delivered by several facilitators. We did not have a formal evaluation, but we did get some feedback. I think honestly, we were focused on getting everyone through the program as fast as we could. I guess it would have been helpful, right? I will see if there's anything I can find.
R2	Unsure, I just started this position, and everything is so new and overwhelming. I'll check to see if there's anything in the system. Note: Interviewee called a few days later to say no records on evaluations could be found on the system.
R3	2 years
R4	29 years

If measured,

Interviewee	Response
R1	The Respectful Awareness program was a voluntary response. People would send me an email after the session or give me verbal feedback at the end of the session to say how helpful the information was to them.

R2	I am too new; I don't know how the evaluation data get back to K Division from National HQ
R3	<p>We have only anecdotal feedback that I initiate. I'm not sure if other facilitators do the same. The curriculum for the Leadership Program covers several topic areas, and anti-harassment is just one topic however, it is a relevant and sensitive topic right now.</p> <p>Note: A sample of participant feedback was sent later to me (Appendix)</p>
R4	We receive a summary report from the Division training unit quite frankly it is out of date by the time it arrives. I'm trying to encourage staff to use the DandI committees as another avenue to share their comments, issues, and concerns. I think it's working but it's all about building trust. Some people have been hurt in the past, so I understand why there is some reluctance to come forward.

**Question 3: Are you seeing changes in behaviours because of people attending mandatory anti-harassment training?**

It seems clear most interviewees are hopeful that the AH training is having an impact in reducing complaints, slowing the tide of bullying and being resolved sooner. The commitment by the RCMP to provide information, training, and resources to address bullying, harassment and sexual harassment is clear.

Interviewee	Response
R1	<p>People appreciate having information. I don't know if the number of complaints has fallen through. I think people are informed and taking positive actions, but the process is long. The mandatory program was launched in K Division at the end of 2012. Our District added our own Respectful Awareness classroom sessions. Both were in-classroom training session, so the facilitators were able to communicate the feedback from participants with our unit directly. Since we moved to online only training, we are out of the loop. There's a part of me that feels we let the staff down as we are unable to</p>

	respond to most of their issues or concerns until we hear from Nation HQ, which can be months, sometimes up to nine months.
R2	I don't have access to specific data. In a few months, I will have a better idea of this program.
R3	Leaders are talking about harassment, sexual harassment and bullying more openly in the sessions. They weave it into examples when we are training specific skill-building areas. I get the sense most leaders want to identify and resolve these issues. They know it looks bad for the Force. I know from my time in CAF (Canadian Armed Forces) that it took a long time for attitudes and behaviours things to noticeably shift.
R4	The training is helping staff to see and understand what and where issues arise, certainly at my level and my direct reports. I want to believe real changes are happening at all levels because we have awareness, mandatory training and addressing the workplace culture is a priority. I can say, things that were tolerated years ago are simply not tolerated today – at least in this District or Division.

**Question 5: Why do you think bullying occurs in your organization?**

Interviewee	Response
R4	<p>R4: The RCMP when I joined back in 1986 was different from today. There was a macho image and expectation quite frankly. Women were starting to enter the Force and they faced an uphill battle with the prevalent macho officer persona. I think things have changed and continue to change for the better.</p> <p>Q: Have you faced bullying during your career?</p> <p>R4: For sure but I have dealt with it most of my life. My family is originally from Persia, we escaped to India during the troubles so from an early age, I was in the minority in a strange country. We arrived in Canada in the mid 1980s. I was fortunate to have support systems in place to help me through any tough times.</p>



	<p>Q: Do you see it as the responsibility of the individual to “deal with it”?</p> <p>R4: No. No one wants to work in a place where there’s so much negativity it detracts from the focus of the work. I do think it is important we recognize each person has a different degree of resilience. It’s not right or wrong, it just is. My job as a leader is to not aggravate the situation. Honestly, the complaint process here (the RCMP) doesn’t make it easy for anyone, not the complainant, anyone in the leadership chain or even the employee facing the allegations. The time to see complaints resolved takes 3-5 years...that’s a long time to have a personal/professional issue hanging over your head.</p>
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**Question 6: How have you and your leadership role influenced the adoption of the AH programs in your district?**

R4	<p>The buck stops with me at the district level, but I must rely on those reporting to me to keep me in the loop. I am committed to moving the dial when it comes to creating a positive working environment. It’s why I take an active role on the DandI committee in K Division and Nationally.</p> <p>Q: How often does the DandI committee meet?</p> <p>Usually once per month, but not over the summer (June, July and Aug) or December. I think being a visible minority senior leader helps to convey the organization is changing albeit slowly. We try to bring information to the committee and raise a variety of topics. It was slow to get started as HQ Ottawa just told us to set up these committees leaving the how and what to cover to the divisions. We are now making some progress.</p>
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**Question 7: Most of the reports indicate there is an issue with the complaint process. Do you see issues from your level/perspective?**

R4	<p>Yes – It is painful. I agree we need to investigate each complaint respectfully and thoroughly, however, these cases typically take 4-6 years. It’s more challenging at the operational level because once a complaint has been filed, we must ensure where possible, that the complainant and the defendant have</p>
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	<p>no direct working relationship. To ensure this, it sometimes means relocating one of the parties to another detachment or even a different district.</p> <p>The other major challenge we have are false allegations. We have employees who file complaints where the employee disagrees with a supervisor's decision, say on work performance or reassignment. Then, the complainant files a separate complaint about every leader in that chain of command, in the district, up to me. I may never have had any interaction with this complaint but, I'm named in the complaint. It's frustrating and our Labour Relations folk don't seem to have a good triage process to sort out these frivolous allegations from the more serious ones.</p> <p>Q: On paper, the complaint process looks straightforward, where are the hiccups?</p> <p>R4: We don't have enough investigators to get through the backlog of cases. Since we launched the AH training, more complaints have been filed which is okay, employees are more aware of the process and criteria but we ought to have anticipated the deluge. We needed the resources to deal with the new cases.</p> <p>Q: You now have a dedicated National Labour Relations investigator housed in K Division; will this help?</p> <p>R4: Sure, but one of the concerns was getting all investigators on the same page, that a decision in one Division would generate the same outcomes in another jurisdiction. It means sending current Labour relations investigators through additional training, reducing their time reviewing pending files.</p> <p>Q: How do all parties cope with these delays?</p> <p>R4: Some seem fine and can focus on their work, others, it's eating at them. It impacts our resource allocation for sure as some people end up on sick leave.</p> <p>Q: Do you feel adequately prepared to deal with bullying complaints?</p> <p>R4: Given the sensitivity of this topic, all complaints are reviewed with our Labour Relations people first. I may meet with the individual defendant if the</p>
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	issue is minor, but the decision and outcome are always reviewed by Labour Relations first. That's why I say, we don't have enough resources to manage all the complaints. Even low-level issues must go through our Labour Relations.
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The lived experience of R4 affirmed the findings in previous RCMP reports (Fraser, 2017; McPhail, 2016). The AH training is raising awareness and identifying acceptable and unacceptable workplace behaviours. As noted by R3 in questions two and three, leaders want to do better, they want the tools to manage and navigate sensitive topics such as bullying. Appendix K further supports the value supporting leadership programs provide to leaders.

**Question 8: As a leader, how do you manage bullying within your immediate span of control?**

R4	<p>If I see anyone pulling this, I'll call them on it, anyone! I know the general rule of praise in public and punishment in private but bullying and harassment are areas I'll call the offender out in public. I want and need everyone around to understand, it's non-negotiable in this zone.</p> <p>Q: Do you think your leadership philosophy on this is transferring to all detachments in your district?</p> <p>R4: I'd be naïve and arrogant to say yes. I hope my actions inspire some people to speak up or come forward if they see or are engaged in a negative workplace. Are all my detachments equal, no, there are stellar ones and others that need more help. I wish we could have a quick fix, but this is a long-standing subject.</p>
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**Question 8: How do you experience the online mandatory training?**

R4	<p>R4: I wish I could say it was straightforward. I complete the training because it's required. Do I think the training alone will cause people who are bullying to change, not really? Staff have reported to me that group engagement in completing the online training does occur, but have I seen that here in my office, no. The time allocated to complete the actual training is more than enough, so if you want to confer with colleagues, it's feasible you'd have time for that too. Personally, I want it done as fast as I can and off my 'to-do' pile. We receive notifications from the Training Unit as we approach the year-end who needs to complete the training, so it often becomes a mad dash to complete it. K Division has an exceedingly high completion rate which is a good thing.</p> <p>Q: My understanding is online AH training evaluation feedback is delayed in reaching the Division/District?</p> <p>R4: Yes. The Training Unit does its best but data that is old, it's tough to deal with when things are out of your control, and you are reliant on someone else.</p>
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#### **Question 9: How do you as a leader manage the applied learning of AH training?**

R4	<p>Are you asking if we do performance reviews?</p> <p>R4: Sure, we have annual reviews.</p> <p>Q: Do they address applied AH learning?</p> <p>R4: Hmm, no, not specifically. I can see that's a gap. We make everyone do this training and hope they apply it.</p>
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The lack of intentionally applied learning expectations and the omission of the annual performance reviews is a significant gap within this organization that minimizes the efficacy of the AH training programs.

#### **4.3 To what extent is bullying occurring in the RCMP?**

External stakeholders have reviewed RCMP training and processes targeting the negative behaviours, up to and including sexual harassment at an increasingly aggressive pace following

the Merlo-Davidson lawsuit. Committees and review boards acknowledged systemic policies, processes, and practices related to addressing negative behaviours. Each external review and investigation identified issues that are a concern for any organization but especially with such a public presence in many communities across the country. The Canadian Police College Process Review of the RCMP's sexual harassment allegations identified the urgency to implement changes regarding the full cycle of Human Resources addressing bullying, harassment, and sexual harassment (Appendix M). The RCMP provided written responses to the twenty-eight recommendations of the report promising to establish policy and process changes. The Commission for Public Complaints against the RCMP (Commission) reviewed RCMP policies starting in 2011 and addressed generalities rather than specific case reviews (Appendix N).

Working groups were established within RCMP Human Resources, the National Early Intervention System (NEIS) and Professional Responsibility Sector (PRS) to review the complaint process, training, and communication strategy to both the public and employees within the RCMP as an Agreed Statement of Facts (ASF).

Consistent recommendations made by each report or commission recommend including mandatory specialized training for investigators, supervisors, and leaders (Fraser, 2017; PSC, 2017; McPhail, 2014). This study reinforces the infrastructure change needs remain significant. The steps are designed to preserve the fabric of the organization through the previous 251 recommendations. Online training for all employees, recommended in 2011 and implemented in 2017 in K-Division is one part of the solution. Despite the voluminous pages of documents, accountability at any level especially those in leadership roles remains silent. The 2017 findings from the Auditor General of Canada on Mental Health resources for employees, while recommendation #22 refers to, 'Periodic audits of ASF's to be conducted' (ibid) have little substance if violations or mismanagement occurs.

The RCMP Commissioner initiated a separate gender audit choosing to see gender differences rather than review the organizational culture for all employees. As item #17 highlights, a Divisional level Gender and harassment advisory committee have guidelines for membership composition subject to selection by the Commissioner, which may itself deter potential members. This top-down hierarchy for Division Gender and Harassment Committee membership ensures senior leadership maintains the narrative on any Division gender and harassment issues or

findings. The minimal expectation for this group to meet twice a year, calls into question, what exactly is the committee expected to realistically achieve?

*#17. Divisional Gender and Harassment Advisory Committees will be named by the Commanding Officer for the Divisions and will be composed of eight individuals who will be 75% persons currently working within the RCMP who are reflective of the diverse composition of the Division, and 25% RCMP managers. There will be a process established whereby persons currently working within the RCMP can put their names forward and be selected by the Commissioner to serve on the committee. Meetings will be chaired by the Commanding Officer for the Division and will take place bi-annually. Division Gender and Harassment Advisory Committees will prepare a written Annual Report which will be publicly available, and which will be provided, prior to its annual meeting, to the National Gender and Harassment Advisory Committee for its consideration. Minutes of meetings will not be made public subject to applicable laws which may require disclosure.*

Source: Auditor General, 2020

Table 7: Levels of bullying based on Final Merlo Davidson Report, 2020

Level	Examples of claimant's experiences	% Of claimants impacted
1	Excluded on coffee-runs; comments regarding physical attributes	24%
2	Increase in frequency of level 1	30%
3	Feeling unsafe in the workplace due to negative comments from colleagues and superiors	6%
4	Culpable behaviours: Physical aggression or omission leading to toxic or bodily harm	6%
5	Toxic workplace resulting in severing their career with the RCMP	4%
6	Suicidal, PTSD and/or constructive dismissal	5%
No claim	Did not meet criteria for lawsuit	25%

Most RCMP reports and investigations focused primarily on sexual harassment, the overall allegations of bullying in the RCMP were unclear. The final report on the implementation of the 'Merlo Davidson Settlement Agreement, (2020) based on 3,086 claims focused primarily on sexual harassment complaints, also systematically offers a gradation on levels of bullying. For example, 24% constituted level 1: a claimant being omitted from coffee runs to level 6: severe PTSD or suicide or suicide attempts or constructive dismissal (Table 7). The NAQ-R provides a picture of the current bullying in the Central Alberta District and supports the Merlo Davidson findings of subtle bullying or microaggressions occurring.

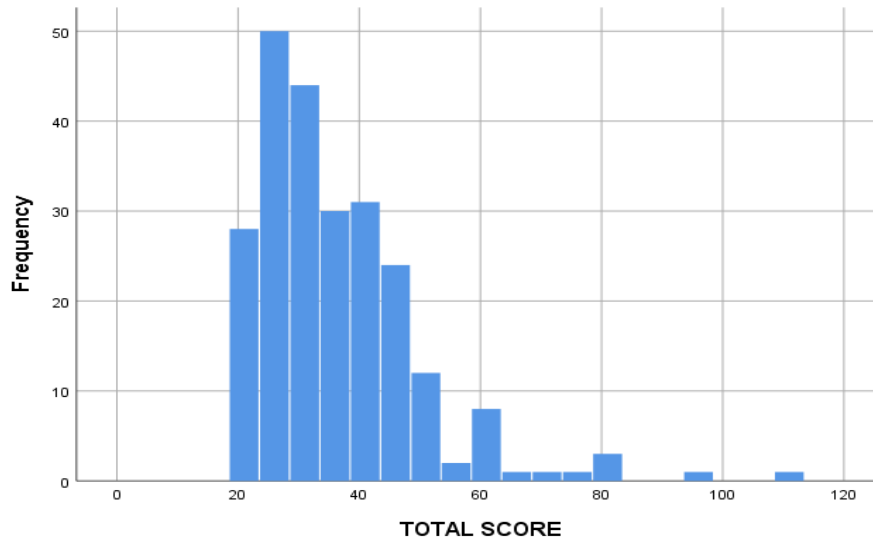
#### **4.3.1 NAQ-R Findings**

The median NAQ-R score of 36 is above the threshold of “low bullying” yet below the threshold for declaring “high” workplace bullying which according to the authors' scores exceeds 45 (Notelaers and Einarsen, 2012). The items identified by respondents involve subtle forms of bullying behaviour where power discretion is evidenced by unmanageable workloads, unreasonable deadlines, excessive monitoring, and opinions being ignored – all indicators of employee burn-out (Moss, 2019). The distribution in Fig 5 illustrates the composite scores by the individual respondent with a mode score of 23 and median scores of 33. The NAQ-R findings suggest Central District Alberta District does not have significant overt workplace bullying. Overall, 85 percent (n=203) of the respondents indicated never experiencing any bullying behaviours in the workplace. Conversely, the remaining 15 percent (n=36) have either experienced subtle bullying or observed bullying. Weekly bullying occurs for 11.7 percent of respondents (n=28) higher than either the monthly or daily groups of 10.5 percent and 3.4 percent, respectively. Within NAQ-R, combining daily and weekly results are commonplace (Figure 8). In this case, the combined daily and weekly bully rate is 15 percent.

The NAQ-R findings align with the RCMP 2019 Employee Engagement Survey that reported that 15 percent of respondents nationally experienced some form of workplace bullying on a daily and weekly basis (Appendix K). This study's findings place Central Alberta District at the lower end of workplace bullying compared to previous police studies in the UK (Cooper and Hoel, 2001). This study exceeds Agervold's (2007) findings of daily rates of daily bullying of 1% in a public sector study. However, when considering the data as experiencing bullying 2-3 times

per month, direct bullying reaches 3.7% while observation of bullying rises to 26.9%, far below the findings within this study or RCMP internal studies.

Figure 9: Composite of NAQ-R responses



#### 4.3.2 2019 PSES

The 2019 PSES findings represent a summary of self-identify harassment during the previous twelve months (Appendix M). The study found 3% of respondents (n=486) identifying themselves as targets of harassment while on the job, question 58 (ibid). Of the respondents experiencing harassment, 66 percent indicate a peer was the perpetrator, 71 percent had authority over the respondent and 7 percent by a direct report. These data points indicate harassment occurs at all employee levels, however, more by those in positions of power and authority (ibid). The negative behaviour took the form of being ignored (70.3%), offensive remarks (66.6%), Unfair treatment (58%), aggression (48.1%), excessive control (48%), interference with work or withholding resources (40.7%), personal attacks (41.9%), yelling or shouting (34.5%) where n=81.

For those who encountered harassment, there were a variety of actions they chose to take as illustrated in Table 8. Exploring why respondents chose to take no action highlighted in Table 9. “Afraid of being labelled a troublemaker or limiting career advancement” by 83 percent coupled with 49 percent stating



Table 8: 2019 Public Service Employee Survey: Actions Taken

Actions Taken	Percentage
Discussed with the person 1:1	33%
Contacted HR	10%
Contacted my union	29%
Used informal conflict resolution	15%
Filed formal complaint/grievance	11%
Took no action	33%

“I had concerns about the formal complaint process (confidentiality/time)’ points to the ongoing systemic complaint process issues, lack of trust when dealing with HR, Labour Relations, and leaders. The formal policies and programs further shape the environment inculcating a bullying work environment.

Table 9: Reasons for Taking No Action

Reason for No Action	Percentage
The issue was resolved	23%
I did not think it was serious enough	31%
The behaviour stopped	13%
The individual apologized	9%
Management intervened	14%
The individual left or changed jobs	17%
Did not know what to do, where to go or whom to ask.	21%
I was too distraught	17%
I had concerns about the formal complaint process (confidentiality/time)	49%
I was advised against filing a complaint	14%
Afraid of being labelled a troublemaker or limiting career advancement	83%
Someone threatened me	0%

#### 4.4 How do organizational policies, processes and programs influence workplace bullying?

A review of RCMP anti-harassment policies, Code of Conduct 2014, 2019 PSES and Commissioned Reports found a degree of consistency, namely the tone, themes and organizational direction about workplace bullying and harassment.

##### 4.4.1 The Organization's Reason for Being

The RCMP, like many large organizations, has created overarching documents conveying the purpose, scope, and approach to the areas of work they carry out. They represent idealized characteristics meant to motivate new employees, affirm existing employees, and inform broader stakeholders, including the public. The RCMP mission states:

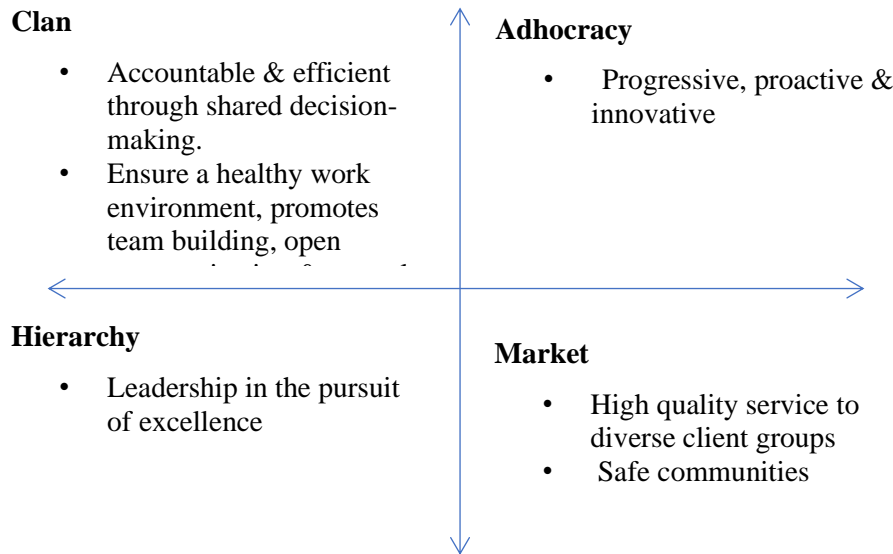
*"We will:*

- be a progressive, proactive, and innovative organization.*
- provide the highest quality service through dynamic leadership, education, and technology in partnership with the diverse communities we serve.*
- be accountable and efficient through shared decision-making.*
- ensure a healthy work environment that encourages team building, open communication, and mutual respect.*
- promote safe communities.*
- demonstrate leadership in the pursuit of excellence."*

(RCMP, 2019)

These statements become the foundation of organizational policies, processes, and prioritized training programs. Collectively, they shape the formal culture.

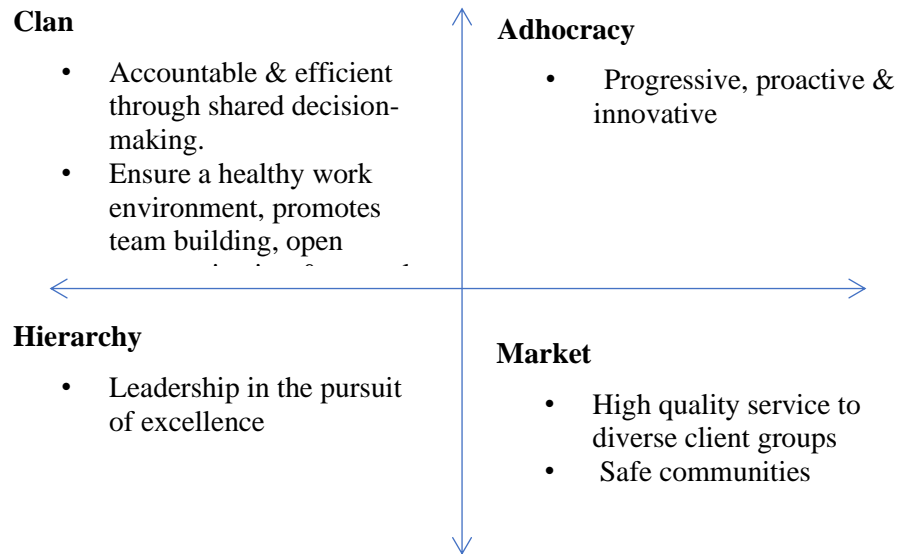
The workplace culture affects how an organization serves its clients, treats one another, and gets its mission completed. Plotting the statements of the RCMP mission statement on the OCAI framework, the statements dominate the clan quadrant (



). The words ‘ensure a healthy work environment that encourages team building’. The market quadrant has two statements, ‘While there are statements in each quadrant, in the adhocracy quadrant, ‘proactive: ‘progressive, proactive and innovative’; suggests a forward-looking organization. The market quadrant has two statements: ‘promote safe communities’ and ‘provide the highest quality service... with the diverse communities we serve.’ The hierarchy quadrant ‘demonstrate leadership in the pursuit of excellence’ each has only one statement there are more in the clan quadrant, that is, the ideals of the RCMP organization support creating a clan work environment.

The generic verbiage used in the RCMP mission statement is disconnected from the OCAI findings (Figure ). The very audience the mission statement is targeting, its employees, the less likely they are to see themselves in the words if their workplace realities preclude the ability to be “progressive,” “proactive” “innovative” or “have a safe work environment.” When compared to the OCAI findings, respondents currently view the organization as extremely hierarchical, preferring an organization with more clan quadrant qualities. The market quadrant serves external clients and stakeholders, for example, politicians, the media, and citizens.

Figure 10: RCMP Organizational Mission Statement OCAI



Employees currently view the organization as being controlled and structured with formal procedures (hierarchy culture with thirty-nine points), which is unusual for law enforcement agencies (Domoro and Agil, 2012). They also like getting the job done and demonstrating results (market culture 26.3 points). Employees perceived the organization as a pleasant place, an extended family or clan culture with 19.9 points. Suggesting the organization as a very dynamic entrepreneurial place garners the least consideration by employees (adhocracy culture with 14.8 points). However, the preferred state strongly suggests a more balanced organization (Figure ). The following OCAI figures show participant perception of the “now” culture as blue lines and the “preferred” state as red lines. There is a significant point difference of -14.1 points between respondents current and preferred culture state for hierarchy culture. The remaining culture types have less than a ten-point spread, with -8.1 adhocracy point difference and market -1.4 points. These negative point differences indicate that employees would prefer less adhocracy. By contrast, most would prefer more of the clan culture as indicated by the +7.4-point increase as a preferred culture state.

#### 4.4.2 RCMP Core Values

Qualitative data collection from 2016 to the present included training materials, policies, and procedures formally requested through RCMP: Access to Information Privacy (ATIP) in Ottawa, Ontario, Aug 24, 2018. The fulfilment of ATIP data arrived on May 10, 2019 (Appendix G). Some data were available, such as attrition data, while other data were either not collected or

awaiting processing into the RCMP's system, including training data for 2018. K Division HQ and Central Alberta District staff supplied additional materials and data that proved invaluable. In addition, training coordinators and facilitators were available for telephone and online communication providing the operational perspective of the training programs, achievements, and challenges regarding each program.

Additional organizational documents starting in 2011 provided the context of the RCMP's anti-harassment training progression. The RCMP follows the Treasury Board's definition of harassment which has proven to be vague and inconsistently applied by investigators, Human Resources, and leaders. Until 2013 the definition was:

*"Improper conduct by an individual, that is directed at and offensive to another individual in the workplace, including at any event or any location related to work, and that the individual knew or ought reasonably to have known would cause offence or harm. It comprises any objectionable act(s), comment(s) or display(s) that demean, belittle, or cause personal humiliation or embarrassment, and any act of intimidation or threat."*

Source: RCMP Administration Manual, chap. XII.17, 2012.

This definition does not explicitly separate bullying as a discrete negative act which may lead to a considerable number of complaint allegations not meeting the current definition threshold and consequently being dismissed by the internal complaint process. Further, the Public Employees of Canada does not explicitly define bullying only harassment: being one or more incidents, occurring one or more times. This is different from the agreed-upon, and NAQ-R definition of bullying being repeated acts over more than six-month time.

In 2013, the RCMP updated the harassment policy and instituted training specific to addressing workplace harassment.

*"...improper conduct by an individual, that is directed at and offensive to another individual in the workplace, including at any event or any location related to work, and that the individual knew or ought reasonably to have known would cause offence or harm. It comprises objectionable act(s), comment(s) or display(s) that demean, belittle, or cause personal humiliation or embarrassment, and any act of intimidation or threat. It also includes harassment within the meaning of the Canadian Human Rights Act (i.e., based on race, national or ethnic origin, colour, religion, age, sex, sexual*

*orientation, marital status, family status, disability, and pardoned conviction).*”

Source: Government of Canada: Policy on Harassment Prevention and Resolution, 2013

The harassment policy is specific in referring to improper conduct occurring in the workplace. The anti-harassment programs in the K-Division fall under the responsibility of the Chief Superintendent of Administration and Personnel. The complaint flow chart process conveys a simplified process (Appendix M). Most past reports indicate the process is convoluted and arduous for all parties taking excess timeframes. The training’ reviewed included Respectful Workplace Awareness; Respectful Workplace Program; Sexual harassment; Informal Conflict Communication; and Road 2 Mental Health programs. In discussions with the anti-harassment facilitators and coordinators of these programs, each reported a lack of inter-program communication. For example, common for facilitators of other optional yet related training programs to lack familiarity with one another’s programs. Across the curricula, there is no specific acknowledgement of the term bullying in any of the training materials. Using the Kirkpatrick Evaluation Model and the OCAI (where possible) highlights the effectiveness of the administrative efforts (Table ). While level 4 KEM seeks alignment among stated learning goals, organizational goals, and KPI (key performance indicators) in curtailing workplace bullying, the current reality is Central Alberta District, at best attains a KEM level of 1-2.

The qualitative review found repeated themes across documents: hierarchy-power imbalance, compliance, overly bureaucratic processes, and lack of urgency. A look at how these overarching themes impact how training is conducted and how they impact workplace bullying will be discussed in the following sections.

Table 9: Number of participants in ‘K’ Division, Central-AB Anti-harassment training programs 2016-2018

Program	ATTENDANCE			Modality	Duration
	2016	2017	2018		
Respectful Workplace Awareness (RWA)	105	515	NA	classroom	1 hr.

Respectful Workplace Program (RWP)	301	1313	Waiting AGORA Data	online	3-3.5 hrs.
Sexual Harassment (SH)	1828		NA	online	3 hrs.
Road 2 Mental Health	869	1849	NA	Online /classroom	4 hrs.
Informal Conflict Management (ICM)	NA	84	200 (2 CO's) *	classroom	2-days
Resolving Conflict Effectively (RCE)	NA	NA	237 (4 CO's) *	classroom	3-days
Facilitating Collaborative Conversations (FCC)	NA	NA	Na	classroom	2-days

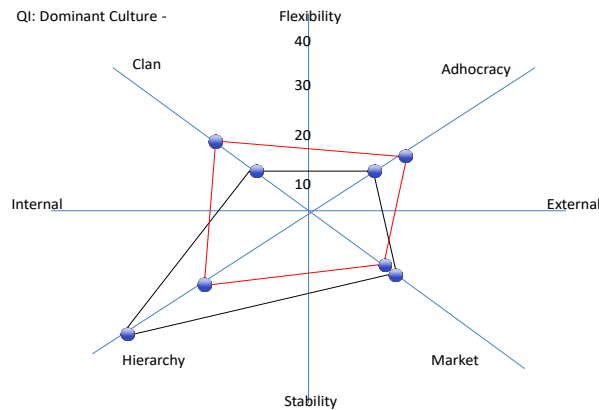
\* CO = Commanding Officers

#### 4.4.3 The Dominant Culture – Employee engagement survey findings

The RCMP like all paramilitary organizations relies on a hierarchal structure to maintain internal order and operational control (Fraser, 2017). Employees note working within the RCMP there is a strict hierarchy especially among officers, extending to the types of career opportunities open to certain ranks, the communication protocols between ranks and the tolerance of acceptable negative behaviours, including workplace bullying (Bastarache, 2020; Fraser, 2017). Currently, there are thirteen levels of hierarchy between a new officer and the Commissioner, making the RCMP far from a flat organization. The McPhail (2013) and McKay (2016) reports found unacceptable negative behaviours perpetrated by leaders. In addition, on occasions, bystanders went along with bullying because the leader expected it. The OACI data indicated now the state is strongly hierarchical (39%) however, respondents would prefer a more balanced organization with a slightly higher preference for clan (27.3%). The sense of belonging is currently low at 19.9 however; respondents would prefer a greater sense of community, 27.3.

Figure 1: Dominant Characteristics

Q1:	Now	Preferred
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Clan	19.9	27.3
Adhocracy	14.8	22.9
Market	26.3	24.9
Hierarchy	39.0	24.9
DOMINANT	Hierarchy	Clan

#### 4.4.4 Adhocracy Quadrant

The training materials for the RCMP complaint process emphasize the steps each actor in the process takes (Appendix M). These include the complainant, accused, Human Resource Officers, Harassment Prevention Coordinators, the Labour Relations investigator, and the leader deemed appropriate to render the final decision. The leadership level necessary varies based on the severity of the complaint (Appendix L). Interviewee #4 expressed the disruption a complaint causes in the work schedule, as until the complaint is resolved, no direct reporting or work-related contact is encouraged. This can, in extreme situations, cause relocating of one of the parties. “Once the investigation report has been submitted, the responsible officer will render a final decision in writing, deeming the complaint as founded, partially founded, unfounded or unsubstantiated.” In 2017, RCMP-Ottawa decided to install a dedicated labour relations officer in each Division and Territory with the intent to understand local culture and provide faster response times. Leaders, officers, and civilian employees see the complaint process as too rigid with convoluted problem solving and decision points. The OCAI findings reviewed respondents view the current hierarchy quadrant that includes bureaucracy, processes and procedures as being extreme. For example, on a scale of forty-five, respondents rated the organizational leadership currently with a hierarchy rate of 44.2 whereas, respondents would prefer more clan leadership (32.7) (Figure ).

The OCAI findings reveal respondents would prefer more opportunities to apply creative, innovative ideas and solutions to their work that is in direct opposition to the hierarchy quadrant



where adherence to rules, procedures and protocols are reinforced and rewarded. This creates tension and can result in employees withholding discretionary effort, being demotivated, and actively seeking opportunities beyond the Force. The annual turnover rate in the Central Alberta District of 17 percent, is significant for any organization.

#### 4.3.5 Market Quadrant and external pressures

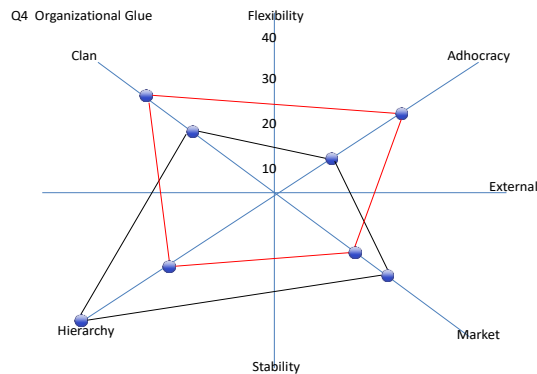
The RCMP, like many public sector organizations, faces ongoing challenges to engage in process improvements by reducing operating costs, streamlining processes, and realizing revenue-generating options. The external pressures on the RCMP in the form of the constant pressure to outsource many of the current services, especially at the local and provincial policing levels, call into question the role and scope of the RCMP in the twenty-first century (McKay, 2014; Fraser, 2017). Scrutiny of the RCMP often gains national and political attention while similar failings within local law enforcement rarely gain public attention outside a community or smaller geographic region. The OACI findings of

#### 4.4.6 The Organizational Glue

Employees view formal rules and policies as representing the organizational glue (hierarchy 44.2 points). The glue holding the organization together is the emphasis on achievement and goal accomplishment, aggressiveness, and winning (market 25.8 points). Loyalty and mutual trust are aspects of organizational glue (clan 17.6 points). Innovation and development are seen as the weakest component of organizational glue (adhocracy 12.4 points) (Figure ). The clan difference of +15.1 points represents employees wanting an increase in loyalty and trust. The discrepancy between the now and preferred states for hierarchy indicated a spread of -20 points where employees would prefer less formality and rules. Respondents prefer increased adhocracy, and more committed to innovation and development illustrated by a +10-point difference.

Figure 2: Organizational Glue

Q4	Now	Preferred
Clan	17.6	32.7
Adhocracy	12.4	24.4



Market	25.8	17.7
Hierarchy	44.2	24.2
DOMINANT	Hierarchy	Clan

#### 4.4.7 Overall OCAI

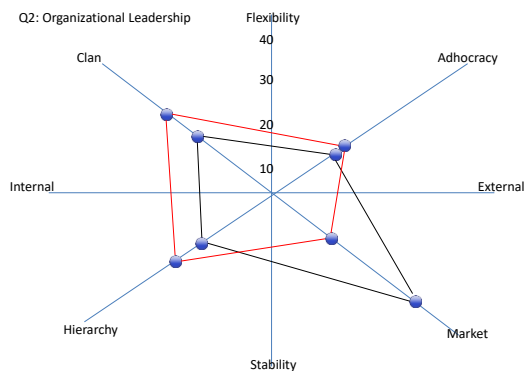
The OCAI for all six questions indicated the increased desire for respondents to see and be part of a closer-knit community in the preferred states. The sense of belonging is a powerful driver for employees. Respondents indicate the now clan state at 17.6 however the preferred state is 32.7. This is a significant difference of 15.1 representing a disconnection between the current realities for employees and the preferred state. Respondents are sending a clear message they want to change, they want to feel the organization and its leaders support, trust and collaborate with them. The findings within reports including narratives from participants indicate a disconnection between the organizational image of the RCMP, its policies and the lived bullying experiences of RCMP employees (Bastarache, 2020).

#### 4.4.8 The role of Leadership

The OCAI indicates the employees view Central Alberta District to have no-nonsense leadership, are aggressive and are results-driven (market 37.4 points). The leadership exemplifies coordinated and smooth-running operations (hierarchy 24.5 points). The leadership exemplifies mentoring, facilitating, and nurturing (clan 21.1 points) however; respondents want more clans in a preferred state as indicated by a score of 30.6. This data point bodes well for encouraging, modelling, and expecting employees to participate in training programs that promote the organization's strategic goals, including anti-harassment. The leadership support of entrepreneurship, innovation, and risk-taking has a low now the state of seventeen points in the adhocracy quadrant while respondents indicate wanting a slightly higher adhocracy in a preferred

state of 20.3. Respondents believe the Central Alberta District is currently focused on external market forces, for example, increased communications and open houses to address rural crime, with a significant gap between current and preferred states in the market quadrant (-17.5 points). Respondents would prefer the organizational culture to pull back this focus. No other quadrants exceed ten points (Figure 7). Leadership is critical in setting the work environment and includes any person who reports to another person in a position above him or her with the ability to determine work conditions. The immediate leader has the most influence over one's work environment, how work is allocated, evaluated and training resources and development dispersed (Bulutlar and Öz, 2009; CRCC for the RCMP, 2017; and Employment and Social Development (2017).

Figure 7: Organizational Leadership



Q2	Now	Preferred
Clan	21.1	30.6
Adhocracy	17.0	20.3
Market	37.4	19.9
Hierarchy	24.5	29.2
DOMINANT	Market	Clan

#### 4.5 How effective has training been?

If I had relied solely on training evaluation data housed within the training unit, the findings would have been scant; they would have relied on anecdotal data, as program evaluation questions asked of learners were subjective base on individual facilitator's preferences. This study relied on limited and inconsistent evaluation gathering within each AH-related program. The RCMP-HQ Training Department in Ottawa manages and retains online post-training evaluation data. The summary data report is returned to Divisions and Districts after excessive time delays rendering the feedback less useful to local training administrators or leadership.

#### **4.5.1 Performance metrics**

Each anti-harassment training program has well-considered learning objectives with an emphasis on the learner's understanding of the legal compliance mandates, the RCMP policies, the employee support resources and the internal complaint process. The online mandatory anti-harassment training focuses on the immediate recall of content knowledge during the three-hour training. Both interviewees #1 and #2 indicated most learners complete this request well within the allocated timeframe. There are several scenarios, which assess the application of content knowledge by offering multiple-choice responses. This training format allows learners to return to a previous page if an incorrect response is selected allowing the learner to repeat the assessment until the correct response is selected. Interviewees #1, #2 and #4 indicated learners call upon immediate colleagues for additional input. Despite such antics, according to official data in 2017 and 2018 harassment and discrimination continues to decrease from 18% to 15% (Appendix J).

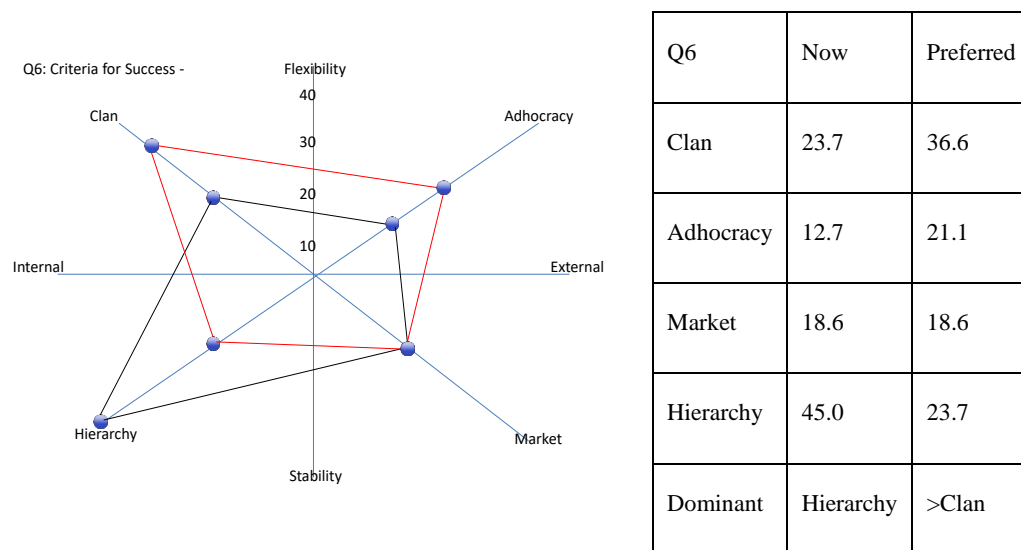
The Leadership Development two-day training focuses on adherence to codes, policy, and professional conduct. The curriculum includes a section on how to manage harassment, complaints, and management of work teams. It is these practical lessons that leaders have appreciated (Appendix K). In addition, the program can accommodate up to thirty persons per session providing learners with valuable networking opportunities. Feedback in the Leadership Development program is voluntary and informal, providing anecdotal feedback evaluation or level 1-2 KEM. Conspicuously absent from any of the anti-harassment training programs are applied to learn post-training events. There is no evidence at any employee or leader level applying knowledge or skills of the key learning objectives to officer or employee annual performance evaluations. In addition, applied knowledge or skill are not considered during the recruitment of those expressing interest in advancing into a leadership role or leader advancement position.

#### **4.5.2 Criteria for Success**

The OCAI organizational criterion for success in Central Alberta District identified efficiency, process, and rule adherence with a score of 45 in the hierarchy quadrant. Next, the district defines success based on the development of its people, teamwork, and commitment and concern for its people (clan 23.7 points). Further down comes winning in the marketplace and outpacing

the competition (market 18.6 points). Of least importance to success, the respondents in the adhocracy quadrant with 12.7 points. In the preferred state, respondents identified a decrease of 21.3 in the hierarchy quadrant, an increase of 13.1 in the clan quadrant, and an increase of 8.4 in the adhocracy quadrant. Surprisingly, the market quadrant remained the same. (Figure 8). Both hierarchy and clan culture areas are above ten points, indicating areas of leading organization attention. Respondents are communicating, trust your people.

Figure 8: Criteria for Success



## 4.6 Triangulation

The findings of the MM using Denzin's across and between methods increase confidence in the findings, identifying anomalies or gaps. Figure 14 illustrates the MM approaches used in this study. There are four zones: i) surveys: NAQ-R, OCAI and 2019 PSES ii) Interviews: semi-structured interviews, iii) documents: internal & external reports, policies, mission, vision, and iv) feedback: considering two or more data points from different sections, analyzing, and giving an interpretation.

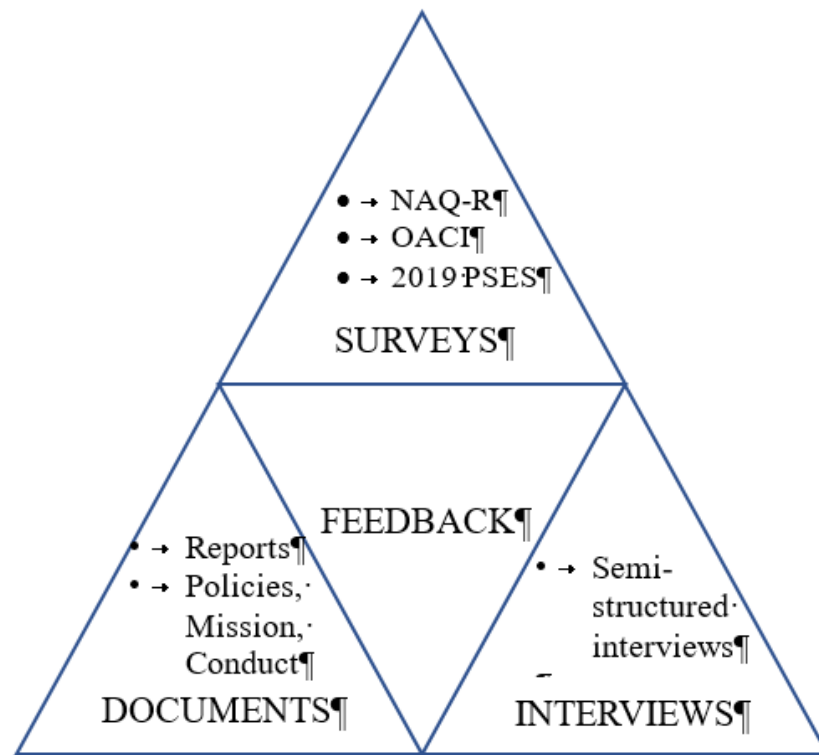
#### 4.6.1 Bullying in all forms

The quantitative NAQ-R revealed bullying persists in this study group, consistent among the numerous reports and external reviews (Fraser, 2017; McKay, 2014). The challenge with surveys conducted at the national level includes a small percentage of the total federal employee base, a mere six percent (Canada Labour Code, Part II, 2017). Bullying is an ongoing issue within Central Alberta District as reported in this study 14 percent experience weekly or daily bullying. The PSES defines harassment as omitting the term bullying however, discussions with senior leaders understand harassment implies bullying within this organization, and therefore, some of the questions are relevant to this study (Appendix N).

The NAQ-R and PSES are both self-reported surveys (Appendices I and M). Each survey asks respondents about their experience from the perspectives of a target or bystander. The timeline for respondents to reflect in the PSES is the past twelve months. Both surveys offer general summary data, for example, have you experienced bullying/harassment. Both surveys drill deeper into certain areas, such as PSES identifying twelve reasons respondents chose to take no action despite experiencing bullying or harassment (Fig 9).

The combined NAQ-R daily and weekly rates of bullying are lower in the Central Alberta district compared to the national RCMP level of bullying. By comparison, bullying literature in police organizations in the United Kingdom reported 12 percent bullying, far lower than in Australia's national police report where 65 percent bullying for female police officers and 62 percent for male police officers (Hoel, Cooper and Faragher, 2010; Broderick, 2016).

Figure 14: Triangulation of Data



#### 4.6.2 Bullying starts at the top

The 2019 PSES reports that 71.4% of persons in positions of authority are most likely to harass employees (Appendix N, Question 59b). Requested reports have repeatedly called for mid-and senior leaders to demonstrate their skills: to step in, speak up and act to address negative acts although, this organization remains primarily focused on sexual harassment (Bastarache, 2020; Fraser, 2017).

Despite repeated report references to the significance of leadership training as an action to mitigate bullying and harassment, the low participation rate by senior leaders in the biennial leadership training, reflects poor role modelling by leaders and their overt commitment to improving the culture to remove negative behaviours (CRCC, 2017; Fraser, 2017). Post-training internal and external documents have taken to task the lack of leadership follow through, adherence or consistency in the complaint process (CRCC, 2020; 2017; McKay, 2014). This is a confirmation of Hoel's restorative justice that identifies three necessary components, procedural, intersectional, and distributive justice. The RCMP complaint processes and its AH training provide clear procedural steps, but gaps remain in the intersectional justice arena, interpersonal

behaviours between leaders and employees and information awareness to all parties following a formal complaint. The notion of fairness, equity and equality persist as demonstrated by complainant responses on the Public Service Employees Survey (Appendix M). The OCAI findings further highlight the unwillingness to file a grievance or formal complaint due to a lack of trust or confidentiality in the process. The additional lack of any expectations of applied learning and omission of any direct metric on annual performance reviews at any employee level including leaders about actively speaking up against bullying as a leader or bystander dominates this organization. This is also problematic during promotions when a candidate process remains silent or has failed to act when made aware of workplace bullying issues (Ibid). The OCAI and PSES results affirm extremely high hierarchy and low clan data points in the present state will appear as leader blindness to workplace bullying (Appendix M). Respondents feel leaders follow and support the hierarchy at the expense of lower-level employees who feel unsupported, and fearful of mobbing or supervisor reprisals (Appendix N).

#### **4.6.3 The influence of training on culture**

Mandatory AH training serves to meet compliance and communicate the organization's formal response to the issue by the elements in the curriculum. The cursory reference to workplace bullying may account for 30.9% of PSES respondents thinking the incident was not serious enough and complainants fearing reprisals or career limitations (Appendix N, Question 62b). In the Merlo-Davidson lawsuit, it was necessary to request, "...there be no retaliation for claiming this settlement." (Appendix D, 12.03 ;). Such directives reinforce the AH training and account for zero overt physical acts reported by NAQ-R and PSES respondents.

The research question: Has anti-harassment training influenced the organizational culture in the workplace? Creating and enforcing mandatory AH training has ensured 96% compliance but at what cost? The medium of online delivery of RCMP anti-harassment training isolates learners and precludes any meaningful discourse given the subject matter has many complex layers depending on the learner's social location. The informal feedback from the Leadership Program indicates the value of discussion of such complicated issues (Appendix L). The division training coordinators' primary focus is ensuring compliance with the mandatory training. There is an assumption from the semi-formal interviews that employees can and will raise any negative workplace-related issues through the many avenues from their supervisor, their union, HR



department, informal resolution process or formal grievance complaint. However, the 2019 PSES indicates the continuing lack of trust between employees and HR and the formal grievance process despite several streamlining attempts (Appendix M; N).

#### **4.6.4 Is Mandatory Anti-Harassment Training the Answer?**

A CBC News update indicates complaints have risen within most federal agencies, across the reported in the 2019 PSES. Reynolds, (2021) suggests the ongoing psychological strain, and poor media coverage allegations of a toxic workplace mean AH training and compliant processes can result in an increased number of complaints. Katherine Lippel, (2011) Canadian research chair in occupational health and safety law at the University of Ottawa suggests, “It might be healthy that there's an increase in complaints. It might just be an indicator that the policies [and training] are working.” The curtailing of overt bullying indicated by this study and 2019 PSES are indicators mandatory AH training is having some impact.

The informal interviews reveal there are gaps in the existing training system. The local administration of AH training programs has limited contact with participants following the 2017 decision to move training online. The online participant feedback focuses on immediate content learning. All interviewees report the lack of structured and consistent feedback mechanisms post-training. The delays of up to nine months for any formal feedback from National Ottawa HQ rendered most training feedback too little, too late for local leadership to remedy situations. The leadership program was reported through informal feedback to be of value to participants however, gaps in organizational communication processes and low senior leader participant rates demonstrate a different expected level of staff engagement. External reports echo these discrepancies. Despite the organization's mission, vision and Professional Code of Conduct the lack of applied evaluation about addressing bullying remains a significant organizational gap.

#### **4.7 Summary**

The use of comparing different data sources affirms some positive movement is occurring. Rodríguez-Muñoz et al, (2009) conducted a triangulation study showing a strong correlation between workplace bullying, job satisfaction and engagement. The exceedingly high numbers of employees are completing the mandatory anti-harassment training however, the value and

usefulness of the training generate further questions, how AH training can be measured beyond level-1 KEM? Are sufficient safe venues available for employee discussion around the topics of bullying, and will applied to learn be an expectation of employees, especially leaders to influence and shape the organizational culture. While the NAQ-R data indicates, that Central District Alberta is currently demonstrating a low level of overt workplace bullying yet subtle bullying persists indicating there is room for improvement to ensure no further slippage occurs. The ideals stated in the national organization documents: mission and vision; professional code of conduct and anti-harassment programs while admirable omit a key step to solidifying change at the Division or District levels. Accountability for applied learning or expectation of behavioural change related to calling out bullying, speaking up and/or reporting bullying behaviour in the workplace. Despite clear and well-considered anti-harassment training materials, the delivery mechanism for most employees is via one-directional computer-based instruction devoid of group interaction for discourse or questioning. The low-level participation by K Division leadership to attend the purposefully created two-day Leadership Program, despite being reported as invaluable is a gap. The findings of this bullying study are consistent with the RCMP's 2017 PSES, bullying occurs at 18% (RCMP, 2017) and far lower than the in the Philippines or Australian police forces (Arcega, and Caballero Beltran, 2019). The next chapter will provide recommendations for the Central Alberta District based on the findings of this study.

## **CHAPTER 5 RECOMMENDATIONS**

### **5.0 Overview**

I have reviewed my findings and have set out a series of recommendations based on the findings. Of primary concern is understanding whether RCMP mandatory anti-harassment training programs are effective. Knowing the effectiveness of the organization's anti-harassment training programs is one area, the impact of workplace culture and identifying gaps provide the pathway for eight recommendations in this chapter. To date, the emphasis for the RCMP AH programs has focused on mitigating and addressing sexual harassment, however, I suggest addressing bullying will garner more immediate results including a workplace culture amenable to all employees.

In undertaking my studies for my thesis, I wanted to provide the leadership within the Central Alberta District with tools to address and improve a consistent way the challenge of making bullying, a less dominant feature of RCMP culture. The key findings revealed. i) while monthly bullying experiences are present in Central Alberta District, the level of bullying (14%) is at or lower than most law enforcement agencies globally. However, the person experiencing direct bullying or witnessing these negative acts of bullying undermines healthy work environments and compromises the full potential of those exposed to bullying; ii) female respondents reported no physical or overt bullying; iii) however, 11% of respondents reported daily or weekly bullying acts; iv) respondents reported on the OCAI a preference for a workplace where employees can contribute through greater input, more creativity and innovations increasing collaborative workgroups with less hierarchy/bureaucracy.

### **5.1 Is mandatory anti-harassment training effective?**

In response to the court findings of the Menlo-Davidson decision, the RCMP created, revised, and delivered mandatory anti-harassment programs beginning in late 2012 with further revisions in 2017. Ensuring every employee within the organization completes annual anti-harassment compliance training has been an important metric to demonstrate awareness of egregious behaviours of harassment and sexual harassment. On the surface, the stated curriculum learning objectives remain clear and in alignment with the desired organizational mission and vision. However, the omission of using plain language in the curriculum further obfuscates the

placement of bullying especially persistent subtle bullying against the real on-the-job injuries up to and including fatalities Officers may face.

Harassment policies in Alberta and Canada are founded on legislation embedded in occupational health and safety acts which further minimizes the potential impact of workplace bullying when compared to workplace accidents and fatalities. Despite the vernacular usage of the term bullying, organizations including the RCMP adhere to more legal definitions that create obfuscation, uncertainty, and self-doubt for anyone considering filing a bullying complaint, especially in the case of subtle bullying. The current RCMP anti-harassment policy omits any reference to the term bullying leaving employees to ponder how incidents of bullying they may encounter related to the current anti-harassment policy. Using plain language to define the term bullying will remove ambiguity. In addition, extending the scope of the policy to include bullying both in and outside the workplace moves the organization forward in creating a healthier workplace.

### **Recommendation 1: Name it – Bullying is bullying!**

Building on the RCMP's commitment to using plain language, adopt and define the term bullying and apply it in all training materials, policies, and procedures to reduce confusion for employees as to what bullying is and when to be concerned about bullying behaviours and micro-aggressions and, correspondingly, action steps to report bullying. Expanding policies and codes to include off-hour socializing where bullying may continue among work colleagues. This inclusion will further substantiate any patterns of negative behaviour in and out of the workplace over an extended period. Adopt the timeframe of six months as used by much of the workplace bullying literature.

#### **5.1.1 Modality of Anti-Harassment Training**

The organizational decision to shift from classroom-based to online computer training beginning in 2017 was a direct cost-saving strategy. This current mandatory online training conducted at regular workstations continues to raise concerns from senior leaders, and facilitators to program coordinators. The study interviewees stated the level of ambient noise and movement of nearby colleagues causes distractions, disruptions and broken concentration impeding the learning of this sensitive curriculum. In addition, the lack of real-time discourse within a learning

environment can result in missed opportunities to address questions and demystify cultural myths. These challenges while not unique to the RCMP, as noted by Farr-Wharton et al, (2017) call for further study. As noted by Petersen et al, (2015) a single mandatory training alone will not change behaviours or culture, as too many variables exist both internally and externally within the training unit. AH, training must expand its focus on addressing the business needs from the outside-in rather than focusing on the inside-out.

### **Recommendation 2: Program Design**

Intentionally redesigning the anti-harassment curriculum to include applied and reflective learning components to promote transformational learning at the individual, team and organizational level is essential for a significant culture shift.

#### **5.1.2 Measuring success**

Anti-harassment training evaluation data currently focus on attendance and completion of the training module. K Division has consistently attained high completion levels as evidenced by the 96% annual completion rate which aligns with KEM level 1. High compliance rates have thus far satisfied both internal and external watchdog groups. Concerns were raised by the interviewees in this study regarding the lack of oversight of those completing the required quizzes and seeking input from nearby colleagues. Who is being evaluated is a valid question? The completed learner evaluations are sent electronically to RCMP-HQ in Ottawa Training Department. Routinely the feedback report takes up to nine months often rendering it unhelpful to facilitators, leaders, or program administrators. One affirmation of possible positive change is the elevated level of ongoing formal complaints within the K division (Appendix M). Of the 145 complaints, 3.6% of employees represent well-informed employees who increasingly feel safe in filing complaints however, discerning the type of complaint: bullying, harassment, or sexual harassment, was not available for this study. Implementing consistent meaningful evaluation after all training will provide K Divisions and the Districts with timely feedback that may shape local post AH activities.

### **Recommendation 3: Consistent Training Evaluation**

In collaboration with the new Chief Superintendent, in Central Alberta District, K Division Human Resources and Wellness Coordinator Manager, implement consistent local feedback

evaluation mechanisms post mandatory anti-harassment with a focus on applied learning. Aim for sustained KEM level 3-4 through 30-, 60-, 180-day post-training assessments.

## **5.2 Accountability Belongs to All**

Employers relying on mandatory training is insufficient to change organizational culture as noted by Aktas, Cicek, and Kiyak (2011). Currently, there is a lack of alignment between AH learning objectives as they relate to individual performance development plans post-training for either leaders or employees. Such misalignment can cause learners to feel mandatory AH is nothing more than a ‘check-the-box’ exercise. I believe how leaders behave so goes the organization, all RCMP leaders must exemplify professionalism. The two-day leadership program currently has no formal data collection regarding the course as revealed by R3. It relied on voluntary anecdotal feedback. The inconsistent capturing of training data renders it challenging for training coordinators, facilitators, and leaders to hear and act on common issues promptly. The question remains have the AH the training achieved the desired level of effectiveness and applied to learn within the organization? This study found there is room for improvement.

### **Recommendation 4: Leader Accountability**

For all officers in, or pursuing career advancement involving leadership roles, a clear demonstration of applied learning of AH programs needs to be considered. The inclusion of 360 feedback before any new leadership role. As a leader, completing the anti-harassment curriculum and demonstrating commitment and alignment to the Code of Professional Conduct, Anti-harassment policy and the organization's strategic goals as standard components of annual performance reviews.

#### **5.2.1 Individual and Team Accountability**

Engaging participants in post-training reflective learning of the AH training materials and broader concepts is critical in moving along the action learning process with the goal of transformational learning where learners make sense of the learning within their work context and lived experiences (Brookfield, 2000).

The lack of accountability at the team level annual performance evaluations reduces the organization’s ability to measure culture shifts at the operational level. Most importantly, the lack of information at the team or detachment level leaves senior leaders second-guessing the

degree of negative behaviours or possible root causes of workplace bullying. Thus, there is a hesitation or inability by leaders to step in with appropriate and timely corrective action.

### **Recommendation 5: Accountability of all Employees**

Include a component on the employee's current annual performance review to measure demonstrated applied learning of the key AH training learning objectives and acknowledge acts of courage from bystanders. Individuals need to be aware of the importance of reporting seen and known acts of harassment and bullying, allowing early interventions and remedies to occur. Collectively these actions will begin to generate a positive work climate.

## **5.2 The Shaping of Organizational Culture**

Organizations comprise people, systems, policies and processes that create opportunities for both positive and negative environments that strive to bring out the best or worst from their employees. Central Alberta District responses on the OCAI indicate the organizational bureaucracy is stifling innovation as described in 4.5.2, yet the sense of belonging with the clan scores is in the moderate zone however, respondents would prefer more actions from leaders to expand the overall sense of cohesive workforce. Leaders are only one part of the equation for creating workplace culture, the policies and processes set the guidelines leaders must operate within mingled with multiple perceptions and allegations reported in numerous reports.

### **5.2.1 Previous report findings**

The RCMP has had seventeen reports conducted within the past fifteen years many specifically addressing organizational culture and negative behaviours (Fraser, 2017). Many of these reports repeatedly raised concerns regarding the organization's toxic culture where negative behaviours were permitted to thrive. The OCAI across all six assessment questions affirms conditions exist that can cultivate negative behaviours including bullying. The currently overly hierarchical structure, heavy-laden procedural processes, and operations actively discourage innovation and creativity as indicated by the low OCAI adhocracy scores. The number of supervisory levels between entry employees (regular members or public servants) and senior leadership impedes direct communications (Fraser, 2017). Typically, negative information does not flow upward,

meaning the day-to-day operational culture issues may not reach appropriate senior leader levels to allow any timely interventions to occur (Bergmana, Dellvec and Skagert, 2016; Donaghey et al., 2011). It is hoped that continuous improvement projects across the organization will make a difference.

### **5.2.2 Policies**

It was Inciardi (1990), who acknowledged police officers develop “protective, supportive, and shared attitudes, values, understandings and views of the world” (p. 227). These defensive mechanisms deal with the isolation from the larger community that result from the role of law enforcement and the police socialization processes which are more acutely present when officers are in remote locations. The unintended consequence is a closed police society resulting in commonly referred to as the *blue wall of silence* (Chin and Wells, (1998). The RCMP Anti-harassment policy specifically addresses actions during work time, as Champoux (2006) notes the visible artifacts of organizational culture (pp. 70–91) blatantly ignoring any socializing after hours. External reports note the number of bullying allegations occurring during off-hours that the organization chose to dismiss further contributes to poor employee morale (Fraser, 2017; McPhail, 2017). All employees need to feel safe, and free from bullying where the bully is a colleague and in law enforcement cultures where bullying may continue in off-hours.

One sign the AH training is having an impact as female respondents in this study indicated zero overt bullying’s however subtle bullying is still occurring. Male respondents reported subtle bullying at higher rates than overt bullying. Subtle Bullying is increasingly occurring without witnesses over an extended period, remaining an issue in this organization.

### **5.2.3 Procedures**

At the time of this study, an inconsistently applied complaint process due to varying levels of investigator skill, training, and experience is an issue. The RCMP complaint process continues to receive scathing reviews from external reports resulting in over 251 recommendations for change (2019 PSES, 2020; Fraser, 2017). Beyond procedural adherence, the RCMP needs to adopt disruptive justice and stronger intersectional justice mechanisms to restore trust between its internal systems within HR, management, and the employees.



Both internal and external bodies identify the RCMP's complaint process as unnecessarily convoluted process-driven rather than time-sensitive steps to resolution. Implementing a stronger, rapid triage process determining the severity level for further investigation is necessary.

More importantly, streamlining the complaint process and significantly reducing the time to resolve complaints would be a welcomed change for all involved. Yamada, (2009) notes that despite more than two decades of mandatory anti-harassment training in the United States, the number of workplace complaints has not diminished proportionately. The RCMP needs to accept increased numbers of complaints may reflect a success metric of the AH training programs. RCMP K Division has over 160 ongoing complaints currently taking between four to six years to resolve. This is excessive by any Human Resources or labour relations measure (Appendix N). The challenge now becomes how many complaints are a result of employees understanding their right to file complaints since the revised anti-harassment training. As reported by employees, both in the public service sector employee engagement survey and commissioned reports, the lack of trust in the internal investigation process and HR begs alternative ways to manage complaints (2019 PSES; Civilian Review, 2017). As Catley, et al (2017) identify, strong, clear Human Resource policies, practices and communication are essential for any organization to tackle bullying.

The additional step of communicating procedural progress of complaints by division via online communication, for example, the number of complaints filed, complaints dismissed, complaints resolved by the immediate supervisor, and complaints at the district, division, or HQ level. The division could provide secure online communication to affected parties, such as complaint status, and the number of days to resolution. Based on the types of trends of complaints received, the RCMP Division will be prepared to demonstrate its agility to modify any resource materials, leader messaging and discussion topics within existing anti-harassment training or other forums to address the issue of workplace bullying.

### **Recommendation 6: Keep it Simple and External**

Outsource the investigation process to triage, and separate bullying, harassment, and sexual harassment complaints, allocating appropriately trained investigators to focus on each category and complexity of allegations. Incorporating external parties frees internal resources to focus on establishing consistent standards, practices, and reasonable caseloads within Human Resources

and Labour Relations aligning with the findings of both Bastarache, (2020) and Fraser (2017). A streamlined formal complaint process will reduce the stress for all parties, especially for the complainant of excessively long investigation timelines. This approach is necessary to re-establish trust and confidence within the employee body for fair, timely and equitable treatment of complaints (Ibid).

### **5.3 Yet Bullying Persists**

The NAQ-R combined monthly, weekly, and daily findings in this study indicated a slightly higher response of 25.6% bullying within the study group with 4% indicating daily bullying. The overall rates of bullying found in this study are comparable with other studies of police or law enforcement in the UK, 12% (Cooper and Hoel, 2001). However, these findings are far lower rates of bullying in Australia 51%, or the Philippines, 39% (Broderick, 2016; Arcega, and caballero Beltran, 2019). Notalaers et al, (2009) suggest that 4% of bullying within any organization remains significant to both the actual targets and bystanders. There are additional detrimental costs to the culture, both short-term and long-term leaves, and chronic health conditions (Hoel, Fargher and cooper, 2004). The goal for any healthy organization is zero bullying given all the direct and indirect costs associated with workplace bullying (Blosser, 2004; Hollis, 2015; Stennet-brewer, 1997). This is particularly the case for the RCMP, a highly visible organization in Canada, which the country wants to promote as one of the best national police forces in the world. The RCMP leadership and organization need to rise to this goal. The current anti-harassment online training provides sound information to meet all aspects of organizational compliance rather than address bullies in existing roles of leadership or seniority. The knowledge assessments throughout the online training focus on measuring recall of immediate content knowledge. There remains a disconnection between training content and post-training expectations of applied learning. Currently, the RCMP is pleased with its 96 percent completion of the mandatory anti-harassment training. To maximize the investment of these anti-harassment programs is a necessity, adding a meaningful accountability component to the annual performance evaluation for individuals. The applied learning accountability of leaders with a focus on the overall well-being of those under their leadership. Building in safe mechanism for individuals to provide more immediate feedback at the local district and divisional level will allow leaders to be aware and address issues before they become official complaints and resolve

complaints in a timelier manner. Emphasis on the desired culture shifts entails creating a safer whistleblower process for bystanders to file complaints and rewarding these acts of courage. Simultaneously, false allegations and deliberate deceit complaints need addressing through clear policy and processes within labour relations and Human Resources as noted by Klein and Martin (2011) that waste valuable resources and can cause damage to careers.

Despite concerted efforts by the RCMP to address bullying in the workplace in the form of a formal AH policy, AH training, revised complaint processes and additional employee assistance programs (EAP), bullying persists (Ferguson, 2017). Recent court certification of yet another bullying and harassment class action among male officers has a proposed cost of \$1.1B (Gester, 2020; Houlihan and Seglins, 2018). The insidious behaviour of bullying is evidenced by external and internal reports, such as the 2017 Public Sector Employee Engagement survey report on 19% of workplace bullying. Employees continue to show cautiousness toward engaging EAPs. Employee concerns regarding privacy, stigma or potential career limitations impede contacting EAP. These employee concerns are not unique to the RCMP, Canada, Australia, and the UK report similar findings (Compton and McManus, 2015; Arthur, 2000).

#### **5.4 Leadership commitment**

Leaders play an important role in creating the culture of the workplace influencing direct reports at every level (Brunetto et al, 2017). The high turnover rates within this organization, including mid-senior career officers' signal unsustainable leadership capacity (Hall et al, 2018). Anyone accepting leadership roles must be committed to acquiring the knowledge, resources, and skills to manage people. Calls for all officers to steeping into a leadership role re-dedicate their commitment to the national government or crown and reaffirm their RCMP values (Bastarache, 2020). One concerning the outcome of this study is the lack of participation in the two-day leadership program by senior leaders. Those in leadership roles have a professional responsibility to exemplify the RCMP's policies and expected code of conduct behaviours in and outside the workplace. This organization cannot afford to have laissez-faire leaders who through inaction and silence cause more organizational harm than good (Skogstad et al., 2007). The need to support all incoming leaders develop their level of awareness and capabilities of successfully managing workplace bullying can be measured by applied skills after completion of all courses

offered in the leadership training curriculum. Only by identifying and holding leaders accountable for the key organizational concepts will the RCMP's culture evolve into a truly positive and supportive work culture.

### **Recommendation 7: Unswerving Commitment**

Ensure all leaders within K-Division complete ongoing biennial leadership training inclusive of tools, techniques, and forums for bullying training. Any additional courses developed over time further demand commitment to attendance, demonstrating and understanding the importance of role modelling the preferred skills by leaders to set a zero-tolerance culture expectation.

## **5.5 It Takes the Whole Team**

“What gets measured, get done,” is said to originate with Rheticus in the 1500s. It appears as applicable today as in the past. People management remains under-evaluated in many organizations given the subjectivity of many assessment tools (Reio et al, 2017; Moldovan, 2016). Given the RCMP's repeated organizational incidents of poor leadership and toxic culture as named in lawsuits and report findings it is hardly surprising instituting mandatory anti-harassment training for both employees and leaders was the go-to reactionary response. However, the lack of accountability post-training remains a concern. Current leaders face performance reviews primarily focusing on resource management and financial metrics. These do nothing to address the indicators of organizational culture where negative behaviours including bullying may fester as noted by Araújo et al., (2016). This study found that 15 percent of respondents faced regular bullying, mostly through subtle bullying. If a major goal is to improve the work culture of the RCMP at all levels, then individual leaders need to be able to see their professional performance progress align to the key objectives of the anti-harassment training too.

### **5.5.1 Employees shape culture too**

Organizational culture sets the environment for learning, adapting and sustaining change. All employees play an active role in creating and maintaining a healthy workplace culture. The findings from the OCAI in Chapter 4 indicated significant gaps between current and preferred

states of culture in the areas of hierarchy, clan, adhocracy, and market quadrants. Respondents recognize the reality of the organization's hierarchy however, they would prefer to see a dampening of that structure to allow more innovation, and creative problem solving where decision making is permitted at lower levels for a faster concept to real solutions. This is an area for local districts to trial process improvements, determining the local needs rather than waiting for a panacea solution from National HQ to launch enterprise-wide process changes. Incubator testing of new processes offers a nimble adaptation to changing realities at an operational level. Engaging employees at a local level for improvements builds morale, innovation, and collaboration. The DMT suggestion of selecting, one high performing, the other detachment with known challenges has limitations. I maintain launching culture changes across the entire district and engaging in activities simultaneously allows for information to flow more fluidly and naturally, and no one will feel excluded. Engagement in both self-reflection and tough conversations surrounding bullying, the role and the responsibilities of all employees. To better understand the nuances among detachments, the SMT agreed to further pilots to promote cultural activities to address and mitigate bullying.

### **Recommendation 8: Training Never Ends**

Create a pilot project to embed intentional applied learning in curriculum content. Then track the culture shift at the individual and team levels within K-Division. Include all levels of employees both officers and civilians to ensure total inclusion.

## **5.6 Summary**

The RCMP is consistent with many large organizations, bullying is present within their organization. Separating sexual harassment, the degree of bullying was less than many might be expected if one relied on media reports. To be clear, any person subjected to this negative behaviour is unacceptable. Any organization that allows its leaders to operate through silence and inactivity is condoning bullying.

The insight into one district in K Division allowed organizational reflection. I appreciate the study respondents, and Central AB District leadership participating, welcoming the scrutiny for

moving to a more open and encompassing work environment, Both the SMT and district management team remain open to incorporating all the proposed recommendations.

There are areas of missed opportunity in strengthening the effectiveness of AH, based on the findings of this study, targeting bullying as a workplace issue. Intentionally shifting the organizational culture of the RCMP and especially the K Division will complement the aims of the AH training with that in mind I reiterate here my key list of recommendations:

**Recommendation 1: Name it-Bullying is bullying!**

**Recommendation 2: Program Design**

**Recommendation 3: Consistent Training Evaluation**

**Recommendation 4: Leader Accountability**

**Recommendation 5: Accountability of all Employees**

**Recommendation 6: Keep it Simple and External**

**Recommendation 7: Unswerving Commitment**

**Recommendation 8: Accountability of all Employees**

The lengthy complaint process and past denials of bullying issues within the RCMP organization have compounded the belief by employees and external stakeholders the issue of bullying exceeds those of other policing organizations (Appendix L). This study indicates this is untrue. While the rate of bullying reported by respondents in this study is within the range found in other work sectors both in Canada and other countries, the presence of any bullying is sufficient to create a toxic workplace if left unaddressed. As the national police force for Canada, a modicum of optimism exists as this organization is taking the issue of bullying seriously with steps to mitigate bullying behaviour albeit at a much slower pace than many both within the RCMP and externally would have hoped. Overall, the AH training programs are having positive impacts on reducing overt bullying. However, room for improvement persists to address subtle bullying and bullying impacting male officers. True to action research, I as the researcher-practitioner acquired valuable lessons through iterative process steps and critical reflection as I share in chapter 6.

## CHAPTER 6 LEARNINGS

Action research studies are built on research practitioners being both an observer and active participants (Schon, 2003). European research practitioners embrace the theory of reflectivity while North American counterparts use the term ‘transformational learning’ to encompass moving beyond the technical process steps of ‘doing’ the research to looking into one's internal and private mind (Mezirow, 1978; 2005). This study had distinct phases aligning with the general features of reflective experiences: i) perceiving perplexity, confusion doubt, ii) making conjectural anticipation, iii) formulating a careful survey of the situation, iv) formulating a consequent elaboration of a tentative hypothesis, and iv) making a plan of action. provided opportunities for researcher reflectivity from a pragmatist perspective as defined by Dewey (1916, p. 148). This chapter has eight sections weaving researcher reflexivity throughout: 6.1 Spluttering at the starting block; 6.2 Before the surveys; 6.3 during the study, 6.4 After the study; 6.5 Leadership feedback; 6.6) outside influences, 6.7 Lessons learned and 6.8 Summary.

### 6.1 Spluttering at the starting block

Following what I believed to be the proper lines of communication to reach a person in charge of training at Depot, the RCMP training centre in Regina, Saskatchewan starting in March 2017, it became a lesson in patience mingled with frustration. Leaving voice messages and emails, most of which were responded to after a period of delay indicating the person would be in contact after a conference, vacation, or some other absence. Normally, I describe myself as not being patient however, this lack of communication piqued my interest given the topic of workplace bullying and the RCMP's anti-harassment training. I engaged in this game until the end of August 2018, and yes, I saw this avoidance strategy employed by a professional who simply did not wish to say no to the project outright that had a hint of potential controversy. As a problem solver, I sought assistance through a former colleague who had worked at one of the larger RCMP detachments in Central Alberta. After a series of leads, each successive referral to a lower-ranking officer was initially disheartening. I had to consider this as yet another organizational brush-off until I spoke with a lieutenant at K Division Labour Relations then everything changed.

After verbally presenting my proposal, this lieutenant was genuinely interested in the study. I submitted a formal written proposal within the week. A few days later, the lieutenant arranged for the senior officer in a nearby district who might be open to this study in their District. A subsequent conference call between this Chief Superintendent and I illuminated his personal and professional interest in the topic and verbally approved the study. The lieutenant went into high gear and managed to generate, and more importantly, secure the necessary signatures for an MOU (memorandum of understanding) between the K Division and myself in less than two weeks. This was on reflection of what Dewey (1916) referred to as: perceiving perplexity, confusion doubt. My relief and gratitude on receiving the official document that the research would finally commence.

## **6.2 Before the surveys**

As all research studies must obtain approval from the home university, the Ethics Board at the University of Liverpool Laureate Program requested a scaling back of the demographics data to ensure anonymity and confidentiality given the sensitivity of the topic. The recommendation to not include either the location of the detachment or the respondents, officer or public service classification current level or rank was disappointing. On reflection, this conjectural anticipation (Ibid) meant the study would provide only meta-level data unable to readily identify bullying hot spots. I conceded, appreciating potential respondent hypersensitivity to any survey conducted in this work given the organization's recent history of employee engagement surveys or similar surveys on sensitive issues in recent years.

An onsite meeting with the Chief Superintendent to review the structure of the survey and logistics occurred in Mid-March. As the researcher, I wrestled and reflected on making a plan of action to ensure the best implementation of the survey for maximum participation and meaningful data. Reviewing my notes and reflecting on the conversation with the Chief Superintendent as part of Dewey's third feature of reflection, developing a careful survey of the situation, I concluded we were on the same page: voluntary participation, completed during regular work hours and a process to ensure anonymity to be in place. The leadership both within the District and the Division communicated the sanctioning of the survey in the hopes of alleviating any concerns by participants. I received a clear impression this Chief Superintendent



wanted data, good or bad, to garner any indication his time if his 18 months in the leadership position had made any difference.

The survey intended to assess the impact of mandatory anti-harassment training in the operational workplace. The Chief Superintendent sent an email introducing the survey to all eligible participants one week before the distribution of the coded surveys. Ensuring participants knew Employee Assistance Programs resources were available was highlighted in the survey questionnaire cover letter. At this stage of the process, I had overly high expectations of a strong participation rate given my perception all the employees in this organization had experienced: the long-time lag for a resolution in the Davidson-Marlo lawsuit (2014), and the persistent organizational and media reports noting ongoing culture issues. On reflection, both survey and topic fatigue was a likely explanation for the response rate of less than 30% although well within previous literature studies (Arcega and Caballero Beltran, 2019; Hoel, Cooper, and Faragher, 2001).

### **6.3 During the Study**

My original thought of allowing two weeks for the survey would be sufficient however, courier services issues, delivery to some detachments being once per week and a statutory holiday made me rethink and extend the deadline for an additional two weeks. Until the final survey was received, I wondered what the response levels would be. Might the surveys trigger someone to recall a previous bullying event? Had we ensured any participant could access support services? What if this study opens old wounds about a topic? If triggered by either the NAQ-R or OCAI survey, how would I know? The whole intent of employee assistance programs is to provide confidential counselling. This was another period of reflective doubt regarding the study design. I pondered if other researchers enter this phase, and yes, they do as qualitative literature attests (Boud, Keogh and Walker, 2000). I simply hoped anyone affected by wither assessment they would seek professional assistance offered through the organization.

### **6.4 After the Study**

Following the extension of the survey the final participant response rate of 28%, while disappointing to me personally, fell far below any previously conducted survey response rate. Yes, it was a dent in my ego, however, knowing this group of respondents had participated in a

national employee engagement survey less than two-year prior. One reality I accepted was the repeated concerns of employees who expressed in written side notes on the assessments of being overworked due to understaffing while being requested to participate in yet another survey. Therefore, reliance on additional external reports of harassment addressing training and culture, court decisions and commission mandates supplemented the survey data. This had me as the researcher using Schon's reflecting-on-action (1987), what could I have done to minimize this perceived effect on participants? I was aware of only one previous national employee engagement survey conducted. Had other local research studies taking place in the interim?

Sequentially reviewing and analyzing was a practice in restraint. I was determined to read the qualitative data before analyzing the quantitative data. The requested materials from RCMP-Ottawa took nine months to arrive with significant redactions. My online search for supplemental data was long and exhaustive as the location of such data was often a challenge to find, for example, the number of grievances. While searching for consistent information online, the hunt had me pondering if this national organization intended to be less than transparent despite all the local assistance within the Central Alberta District administration. I could only ponder and reflect on the rationale for such caution regarding egregious allegations within the RCMP. Organizational reticence might reflect a lack of awareness as the scope of the issue, to an unwillingness to acknowledge the existence of such negative behaviours within the Force.

## **6.5 Leadership feedback**

In preparation to meet with the Senior Leadership Team (SMT) Jan 2020 representing all four Districts including Directors and Managers of Human Resources, Labour Relations, Training and Communications, was to ensure the findings were meaningful and actionable. I presented the findings of the study and invited feedback. Rich questions and discussions from the leaders filled the session. The questions ranged from leaders offering justifications for some of the data, for example, the high attrition rate and the low commanding officer participation in the 2-day leadership program. One training manager asked, "Was anything lacking in the training curriculum?" I responded, "No, the learning objectives were clear, the materials comprehensive from a compliance stance however the lack of post-training, no expectation for applied learning, transformational learning or metrics for anyone, especially leaders demonstrating managing bullying complaints are gaps." This raised questions regarding the authority of the curriculum.

Was anything within the control of the Division to change? Collectively, the group agreed lacking metrics informing leaders meant relying on “feeling” about the culture and bullying. The PSC Employee Engagement survey conducted every 2-3 years takes too long to get results, for example, 2017 was released 2-years later. The Human Resources Director committed to seeing how to add metrics locally on performance reviews to address bullying and culture.

All the recommendations were accepted including a commitment that all COs will complete the leadership program biennially; pilots to go forward in Central Alberta District; to find ways to name include the term ‘bullying’ in training materials and policies; Human Resources to delve into retention numbers. This response by the SMT was a welcomed sign and a willingness to embrace change.

In February 2020, I met with the Central Alberta District management team including the managers of K Division training and labour relations 11- persons in total. My presentation was not the priority for some in the room. Per the Chief Superintendent’s advice, the same presentation as previously discussed with the SMT was shared. After the Chief Superintendent proposed conducting a District-wide pilot to dive deeper into workplace culture to root out bullying, there was push back from team members. The questions and concerns were mostly at the operational level. How will pilot projects impact scheduling issues? What is the timeline? Will the pilots include local civilian employees? The latter raised the issue of garnering approval from each local authority, which feasibly could take months. It was determined, therefore, that a pilot study could go ahead but only with two detachments: one high-performing detachment and another detachment identified as having challenges. I cannot deny being disappointed going from twenty-four detachments to two, but it was still progressing. The pilot details were to be finalized with the Chief Superintendent. Communication and shared at the next DMT in late March 2020.

## **6.6. Outside influences**

While the issue of Covid-19 had been on the radar in other countries since January 2020, it was not until March 16 that Canada took it seriously and closed the US-Canada border and curtailed airport travel. Each Province implemented social and workplace restrictions. The pandemic put on hold any pilot projects in Central Alberta District as officers were either reallocate to meet national priorities or work from home. Repeated waves of restrictions in Alberta and the RCMP

like most workplaces impeded regular operating functions for two years, slowly returning to ‘normal’ function in the spring of 2022.

In addition, in August 2020, the Chief Superintendent I had worked in Central Alberta Division retired from the Force after 32 years of service. He assumed the Chief of Police position for a mid-sized city in Alberta. His replacement occurred in the fall of 2021.

## **6.7 Lessons Learned**

The simple initial research question turned out to be more complicated. The idea of seeking to understand an ignored issue within a complex organization proved to be challenging on many fronts. Obtaining formal permission was dependent on connecting with a key person regionally rather than through the training channels. It is with gratitude I acknowledge the lightning speed of both Lieutenant Greeno and Chief Superintendent Mehdizadeh to ignite the internal process for this study.

The challenge of piecemeal training data available not only to an outside researcher but also to local training coordinators, training facilitators and senior leaders was a surprise. Clearly level 1-2 KEM training evaluation was gathered for all mandatory online anti-harassment training however, the excessive delay in summary information returned to the Division or District rendered the data unhelpful to all interested parties. The lack of formal evaluation feedback has facilitators and training coordinators relying on limited and voluntary anecdotal feedback. I realized the importance of creating not only knowledge content assessments but also applied learning opportunities and having intentional reflection at individual and team performance reviews. To their credit, K Division has implemented a Wellness Coordinator Manager to visit each detachment to assess and meet employees to determine workplace culture, including any harassment or bullying concerns.

While the personal experience of conducting workplace surveys sees response rates at seventy-plus percent, the response rate for this study was within reasonable parameters given the stated pressures individuals felt to take time away from work, despite leadership approval to do so, survey fatigue following the large employee engagement survey of 2017 and the sensitivity of the study topic. I am grateful to all respondents who did complete the questionnaires. Moving forward within my current organization is the importance of over-communicating the rationale of

any study and establishing more ways to ensure responder safety. I would conduct, where possible, online questionnaires eliminating both the cost of resources and any human handling of hardcopy questionnaires.

**On reflection,** I now understand why most research studies in the literature focus on one instrument; it was a challenge to use and integrate both qualitative and quantitative methods. I believe practitioners failing to understand how organizational culture intertwines with training programs, especially those deemed to be mandatory, fail to understand the whole picture of why even where solid curriculums exist, they fail to generate transformative learning and sustainable culture change. This study is one step closer to seeing the complex yet necessary step to that goal. It would have been helpful to interview more individuals at all organizational levels, stakeholder roles and responsibilities, for example, Human Resources personnel, labour relations officers and a spectrum of officers and employees at all stages of their careers. Their stories may have added to the richness behind the raw numbers. I now appreciate the complex messiness of studying training effectiveness using the lens of organizational culture and bullying as a specific negative behaviour. As challenging as it may have been, I believe unless we as researchers take on the complex topics, generating the next generation of feasible and sustainable training solutions will continue to be superficial remedies at best.

This study contributes to our understanding of bullying in a national police force. Only in recent years have the topics of harassment, sexual harassment and bullying gained public notoriety. While the RCMP organization has received an onslaught of negative reports regarding its culture this study surprise me by finding the rates of bullying in the Central Alberta District within the range found in many other sectors both in Canada and globally. The findings in no way condone any level of bullying in the workplace bullying, it is an intolerable behaviour at the individual, team, and the organization. It is a negative behaviour one hopes will not become the norm in any organization. It is hoped the findings from Central Alberta District represent the overall organizational changes since the 2012 introduction of mandatory anti-harassment training programs.

My limited contact as an outsider was limited to those in senior leadership roles and the district administrative office. While everyone was candid in responding to my inquiries, positional roles dictated their access to information, which as we discovered was more limited than anticipated.

In a future study, I would change my approach to the study by engaging more levels potential participants incorporating an enhanced communication pre-and post-study highlighting the intended use of the data to alleviate potential participant concerns.

## **6.8 Limitations and Future Research**

Abundant literature exists examining the effectiveness of sexual harassment training; there is a gap in literature specifically examining training addressing workplace bullying (De Haas, Timmerman and Höing 2009; Perry, Kulik and Schmidtke, 1998).

The reality within most doctoral studies is making tough choices to limit the scope within program timeframes. In this study, maintaining and respecting the confidentiality of respondents was paramount. To achieve privacy, I sacrificed more in-depth demographics that would have been a source of valuable data to identify and later fine-tune potential remedies. For example, knowing the age of the respondent would be able to verify Notelaers et al, findings that most employees who experience bullying are between ages 34-54 (2009). Likewise, the specific detachment location and work unit would have been more readily identified if the leader were the root cause of the bullying. Looking at both the NAQ-R and OCAI data allows for further fine-tuning of future pilot studies to reduce the daily and weekly bullying levels.

Finch, Levine, and Smith, (2006) demonstrated the costs of organizations ignoring workplace negative culture and behaviours result in costly lawsuits. While some costs are publicly available from the RCMP related to harassment and sexual harassment, the omission or ability to tease out bullying complaints remains challenging. This lack of data precludes an understanding of the associated soft costs, such as lack of discretionary effort, presenteeism and truncated careers within the RCMP. HR typically tracks this component of formal complaints analytics but keeps the data a closely guarded source of information. I urge the organization to begin to have transparent conversations with division leadership to understand the impact on their brand, workforce retention and workplace stability.

Exploring bullying experiences from the manager's perspective in the public sector remains scant as identified by Ariza-Montes, Leal-Rodríguez, and Leal-Millán (2015). This is an intriguing point given the frequency of movement within the RCMP even at senior leader levels, creating work environments in a constant state of flux. Are bullies able to operate longer in such

conditions? Similarly, there are more opportunities for research within this organization related to the emerging area of unconscious learning when associated with intentional conscious cues (Alamia et al., 2016). This is an intriguing avenue especially given mandatory training, where organizational leaders have overall control of each training element and intentional conscious cues, such as visual posters reinforcing key aspects of anti-harassment training. While the level identified by the NAQ-R in this study is low and comparable to many other organizations, bullying still exists. Ideally examining the degree of transformational learning was an aspiration within this study which may become one future area of study.

As the microaggression literature is burgeoning, the term itself seems to be as troubling as defining bullying. Conor Friedersdorf (2014) suggests the framework for microaggressions has flawed foundations including i) a misinterpretation of the intent of the microaggression. I would argue this position is like early arguments regarding sexual harassment. The courts moved over time to i) disregard the accuser's intent of negative their egregious behaviour and focused on how the target received the negative act. ii) The focus of microaggression complaints is on shaming and punishing the micro aggressor resulting in a lose-lose situation. iii) Organizations enforcing formal reporting of microaggressions to internal administrative authorities (Human Resources) reduce individuals' options to resolve through informal discourse. iv) Minority or culturally disenfranchised groups face disproportionately higher cumulative effects of microaggressions on their emotional well-being. iv) The complainant's emotional intelligence level can cause melodrama rather than factual reporting and v) the increasing use of the term microaggressions is gaining acceptance among white males, for example, a white Mormon male being asked to see his religious underwear. Given the growing discourse of subtle bullying and microaggressions, it seems reasonable to open further inquiry into both areas of literature in the context of policing. This may prove valuable given the integration of civilian employees alongside formally trained officers in the RCMP.

Other areas for exploration include i) cost-benefit analysis associated with persistent high turnover warrants further study, especially given the cost of RCMP cadet training compared to local police cadet training, and ii) increased awareness organizational changes are a precursor for bullying environments to thrive (Skogstad, Matthiesen and Einarsen, 2007)

## 6.9 Summary

This research study contributed to the workplace bullying literature in large complex organizations. The low degree of bullying findings surprised me, being lower than one might have anticipated. The culture data highlighted the gaps between how respondents view the current culture state versus the preferred state across all quadrants on the OCAI. As a practitioner, the desire to understand the impact of mandatory AH given the history of the RCMP like many other organizations invest significant resources into such programs. The training data alone was insufficient given the gaps in collection within the training department, inconsistent evaluation methods between programs and depth of data collected by RCMP-Ottawa. Knowing what is condoned or expected by its leaders influences employees' behaviours impacting overall organizational culture. The inclusion of an OCAI survey to measure specific culture states, the NAQ-R to measure the degree of bullying behaviour in addition to internal and external documents and reports added to the data picture. On reflection, approaching the study through one lens, mandatory anti-harassment training or culture or acts of bullying would have proved easier and faster to implement and complete. However, I maintain the information would not have been as rich, informative, or meaningful to either me as a research practitioner or Central Alberta District in the K division. The results of this research reaffirmed RCMP national survey data and provide concrete next steps for leaders within the division.



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## **APPENDICES**

## APPENDIX A: NEW COMMISSIONER'S MANDATE LETTER

Brenda Lucki, Commissioner  
Royal Canadian Mounted Police  
RCMP National Headquarters  
73 Leikin Drive  
Ottawa ONT K1A 0R2

Dear Commissioner Lucki:

Congratulations on your appointment as the 24th Commissioner of the Royal Canadian Mounted Police (RCMP). As Commissioner, you have a key role in ensuring that the RCMP are keeping Canadians safe, and safeguarding Canadians' rights and freedoms in an open, inclusive, and democratic society. Canadians deserve a police service which reflects our shared values and the diversity of Canada, from coast to coast to coast. In May 1873, the Parliament of Canada established the RCMP, and Canadians are proud to celebrate this 145-year history. You will be building on the existing strengths of the RCMP and its members and employees; you will be leading a world-class organization, unlike any other.

*Open and Accountable Government* (2015) recognizes that the integrity and coherence of government activities depend strongly upon Ministers' ability to coordinate their respective portfolios in an integrated way while respecting any necessary operational independence. Section 5(1) of the *Royal Canadian Mounted Police Act* provides that, under the direction of the Minister, the Commissioner has the control and management of the RCMP, and all matters connected to the Force. I want to be clear that the Government of Canada recognizes and respects that police independence underpins the rule of law and ministerial direction cannot infringe on the independence of the RCMP in the exercise of police powers in criminal investigations. In exercising the authorities conferred upon me in the *Department of Public Safety and Emergency Preparedness Act*, section 5, I will rely on your advice and input to help me establish strategic priorities for the RCMP and to anticipate and manage issues that affect public safety or the soundness of the organization.

In leading one of Canada's oldest and most prestigious institutions, your role will be to reinforce the very best of the RCMP and to support the organization through a period of transformation to modernize and reform the RCMP's culture. This transformation includes continuing to ensure the health and safety of RCMP employees and members are protected, including from harassment and violence in the workplace, and enhancing its role in reconciliation with Indigenous Peoples. Ultimately, these actions will bolster the efficacy, the credibility and the trust upon which the RCMP's authority depends.

I have great confidence in your ability to lead the RCMP through a transformation of its culture and management practices. Innovative governance is an enabler of cultural change and I look forward to hearing your views on ways to enhance the RCMP's internal and external governance structures and practices. You will want to ensure that the RCMP is well managed and that it efficiently and effectively delivers policing services based on appropriate priorities while keeping Canadians safe and protecting their civil liberties.

In support of culture change, you will need to prioritize that the RCMP is free from bullying, harassment, and sexual violence, including a comprehensive response to the underlying issues identified in recent reviews undertaken by the CRCC for the RCMP and Sheila Fraser. Part of that work will also be leading the organization through the unionization of regular members and reservists and engaging constructively with a new bargaining agent.

A priority will also be to implement measures that address mental health and wellness across the RCMP, including the issues identified in the 2017 Spring Report from the Auditor General of Canada on Mental Health support for employees.

I know you will continue to act and lead the RCMP in a manner that supports our continued efforts for a renewed, nation-to-nation relationship with Indigenous Peoples, based on recognition of rights, respect, co-operation, and partnership given the current and historical experiences of Indigenous Canadians with policing and the justice system.

I would encourage you to foster a collaborative and cooperative working relationship with all stakeholders and partners including the RCMP's civilian review bodies, the new National Security and Intelligence Committee of Parliamentarians and other national security review bodies, Public Safety Portfolio agencies, and other federal departments and agencies.

It is important that Canadians see themselves reflected in the people that police them. To that end, I would encourage you to ensure that the RCMP is representative of Canada's diverse population, including gender parity, and that women, Indigenous Peoples and minority groups are better reflected in positions of leadership.

The presence of the RCMP in our communities is a vital component of both our public safety and our national security. At its best, the RCMP embodies what Canada and Canadians aspire to be: upstanding, loyal and committed to the pursuit of justice.

The RCMP must be a modern organization that reflects Canadian values and culture, and has the trust, confidence and the enthusiastic support of the people they serve.

As a proven leader with almost 32 years of service in the RCMP, there is no question you are equipped to keep our communities safe and secure and to transform and modernize the RCMP.

As the Commanding Officer of Depot, your commitment to ensuring cadets receive the best possible training — including on diversity, inclusion and a respectful workplace — and your work to improve the relationship between Indigenous communities and the RCMP in northern Manitoba are important building blocks upon which to strengthen the foundation and set a new course for the RCMP.

Know that you have my support to advance measures to address your key mandate priorities and I look forward to a productive and collaborative working relationship.

Yours sincerely,

The Honourable Ralph Goodale, P.C., M.P.  
Minister of Public Safety and Emergency Preparedness

Source: Goodale, R. (2018)

## APPENDIX B: THE ON-STRENGTH ESTABLISHMENT OF THE FORCE

RANK	2019
Commissioner	1
Deputy Commissioners	5
Assistant Commissioners	28
Chief Superintendents	57
Superintendents	187
Inspectors	322
Corps Sergeant Major	1
Sergeants Major	8
Staff Sergeants Major	9
Staff Sergeants	838
Sergeants	2,018
Corporals	3,599
Constables	11,913
Special Constables	112
Public Service employees	7,695
Civilian Members	3,403
<b>TOTAL</b>	<b>30,196</b>

## **APPENDIX C: TIMELINE OF CIVILIAN REVIEW AND COMPLAINT COMMISSION REGARDING ISSUES OF RCMP WORKPLACE HARASSMENT**

DATE	Focus
Nov 16, 2011	Terms of reference: Chair Initiated Complaint and Public Interest Investigation Regarding Issues of RCMP Workplace Harassment
Jan 12, 2012	CPC Calls for submissions in RCMP Workplace Harassment Investigation
Apr 23, 2012	Update on the Complaints Commission's Investigation into RCMP Workplace Harassment
Feb 14, 2013	Public Interest Investigation Report into Issues of Workplace Harassment within the RCMP
Jul 5, 2013	RCMP Response (Commissioner's Notice)
Aug 8, 2013	Chair's Final Report After Commissioner's Notice
Nov 4, 2015	Request to the RCMP for an update on the implementation of the Commission's 11 recommendations
Feb 2016	Announcement – Review of Workplace Harassment in the RCMP: Follow-up
Feb 22, 2016	Notice to the RCMP Commissioner for the Commission's follow-up investigation
Mar 9, 2016	RCMP letter of acknowledgement
Apr 20, 2016	Request to the RCMP Commissioner seeking his full support and collaboration
May 18, 2016	RCMP Commission's response clarifying the RCMP's internal Framework
June 1, 2016	Request to the RCMP to have information about the Commission's investigation posted on the RCMP's internal website
May 15, 2017	Final Report into Workplace Harassment on the RCMP: Follow-up

Source: CRCC for the RCMP (2017)



## **APPENDIX D: UPDATES-STATUS OF MERLO DAVIDSON SETTLEMENT AGREEMENT**

12.02 Apology	Without constituting an express or implied admission of fault or liability, the Commissioner of the RCMP will provide the Class Members with an apology, as defined in the Apology Act, SO 2009, c 3, at a time to be agreed upon by the parties, regarding Harassment in the RCMP. Such apology will not be admissible in any civil or criminal proceeding, administrative proceeding or arbitration as evidence of the fault or liability of any person in connection with that matter.	Former Commissioner Paulson issued a statement of apology to women in the RCMP and announced the settlement agreement on October 6, 2016.
12.03 No Retaliation	The RCMP shall issue a directive substantively as set out in Schedule G, that there is to be no retaliation for making a Claim under this settlement.	On August 11, 2017, a notice of no retaliation was issued by Acting Commissioner Daniel Dubeau. The notice clearly stated that there was to be no retaliation against any individual for making a claim under the settlement and that any act of retaliation would be treated seriously, and sanctions could be imposed commensurate with the circumstances and seriousness of any retaliatory action.
13.01 Establishment of Scholarship Fund by RCMP	The RCMP will establish a scholarship fund, details of which will be at its discretion, with the objective of recognizing outstanding work in the area of anti-Harassment and the promotion of anti-Harassment principles.	The RCMP launched the Troop 17 Scholarship on April 18, 2018, to recognize students who have made significant efforts toward preventing bullying and harassment in their schools and communities. Up to five scholarships in the amount of \$1000 will be awarded annually to full-time college or university students. The application deadline for 2018 will

Source: Merlo-  
Davidson Settlement  
(2018)

be June 30, with the scholarship  
recipients announced in  
September 2018.

## **APPENDIX E: MEZIROW'S TEN PHASES OF TRANSFORMATIONAL LEARNING THEORY**

1. A disorienting dilemma
2. A self-examination with feelings of guilt or shame
3. A critical assessment of epistemic, socio cultural, or psychic assumptions
4. Recognition that one's discontent and the process of transformation are shared and that others have negotiated a similar change
5. Exploration of options for new roles, relationships, and actions
6. Planning a course of action
7. Acquisition of knowledge and skills for implementing one's plan
8. Provision trying of new roles
9. Building of competence and self-confidence in new roles and relationships
10. A reintegration into one's life based on conditions dictated by one's perspective

## APPENDIX F: SENSEMAKING TIMELINE PROGRESSION

Author	Date	The key change in definition
Weick	1995	Set of possibilities to make sense of decisions made within organizations
Louis	1980	[S]ense making is a recurring cycle with a sequence of events each building on new information, new interpretations
Starbuck & Miliken	1988	“Sensemaking comprise of distinct parts: comprehending, understanding, explaining, attributing, extrapolating and predicting.” p.51
Gephart	1993	“Sensemaking...defined as the discursive process of constructing and interpreting.” p.1485
Hill & Levenhagen	1995	∴ develop a ‘vision’ or mental model of how the environment works (sensemaking...and communicate to others to gain their support (sensegiving)” p. 1057
Weick	1995	“Sensemaking is understood as a process that is (1) grounded in identity construction, (2) retrospective, (3) enactive of sensible environments, (4) social, (5) ongoing, (6) focused on and by extracted cues, (7) driven by plausibility rather than accuracy.” (p. 17)
Taylor & VanEvery	2000	“[S]ensemaking is a way station on the road to a consensually constructed, coordinated system of action.” (p. 275)
Balogun & Johnson	2004	“Sensemaking is a conversational and narrative process...people create and maintain an intersubject world.” p. 524
Balogun & Johnson	2005	“Sensemaking is primarily a conversational and narrative process.... includes verbal and non-verbal means.” p.1576
Maitlis	2005	“Sensemaking occurs in organizations when members confront, events, issues and actions that are somehow surprising or confusing.” p. 21

Rouleau	2005	“Sensemaking has to do with the way managers understand, interpret and create sense for themselves based on the information surrounding the strategic change.” p.1415
Weick et al.	2005	“[S]ensemaking unfolds as a sequence in which people concern with identity in the social context of other actors...extract cues and make plausible sense retrospectively...” p. 409
Klein et al.	2006	“Sensemaking is a motivated, continuous effort to understand connections (which may be among people, places and events) in order to anticipate their trajectories and act effectively.” P.71
Sonenshein	2010	“Both sensemaking and sense giving are closely related to narratives. In fact, many scholars have treated sensemaking/ sensegiving as interchangeable with constructing narratives.” p 479
Gephart, Topal & Zhang	2012	“Sensemaking is an ongoing process that creates an intersubjective sense of shared meaning through conversation and non-verbal behavior in face-to-face settings where people seek to produce, negotiate, and sustain a shared sense of meaning.” (pp. 284–285)
Cornelissen	2012	“Sensemaking refers to processes of meaning construction whereby people interpret events and issues within and outside of their organizations that are somehow surprising, complex, or confusing to them.” p. 118
Brown, Colville, & Pye,	2015	“There is no single agreed definition of ‘sensemaking... This distinction between equivocality and ambiguity is analogous to that made by Weick between sensemaking and interpretation.” p

Source: Maitlis and Christianson, 2014  
Sensemaking in Organizations: Taking Stock and Moving Forward

## **APPENDIX G: ETHICS APPROVAL LETTER UNIVERSITY**

Dear Karen Yong

I am pleased to inform you that the DBA Ethics Committee has approved your application for ethical approval for your study. Details and conditions of the approval can be found below:

Committee Name: DBA Ethics Committee

**Title of Study:** Transformational Learning in law  
enforcement

Student Investigator: Karen Yong

School/Institute: School of Management Approval

Date: 03 April 2019

The application was APPROVED subject to the following conditions:

1. The researchers must obtain ethical approval from a local research ethics committee if this is an international study
2. University of Liverpool approval is subject to compliance with all relevant national legislative requirements if this is an international study.
3. All serious adverse events must be reported to the Sub-Committee within 24 hours of their occurrence, via the Research Integrity and Governance Officer (ethics@liv.ac.uk)
4. If it is proposed to make an amendment to the research, you should notify the Committee of the amendment.

This approval applies to the duration of the research. If it is proposed to extend the duration of the study as specified in the application form, the Committee should be notified.

Kind regards



Dr Sue Greener

DBA Ethics Committee University of Liverpool On-line Programs

## APPENDIX H: IMPLIED CONSENT – RESPONDENT

### Participant Consent Form

*You are being invited to participate in a research study. Before you decide whether to participate, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and feel free to ask us if you would like more information or if there is anything that you do not understand.*

*Thank you for reading this.*

Dear Respondent,

I am a DBA, (Doctor of Business Administration) graduate student at the University of Liverpool (International Laureate Program), UK. The working title of my dissertation is: "Transformational Learning: The impact of Respectful Workplace training in law enforcement".

You are invited to voluntarily participate in my research through the completion of this survey. By deciding to participate, you will be asked to sign a consent form and commit approximately 20-25 minutes to complete a series of questions. At no time will you be asked for your name or any other personally identifiable information, i.e., name, address or telephone number or geographic location to preserve confidentiality. Please note that your responses will be coded and will remain anonymous. You will place your completed surveys into a sealable envelope, initialing across the seal.

Your voluntarily participation will be contributing to a growing global field of research impacting the workplace at the individual and organizational level. You will be asked to maintain your code so at any point during phase one of the survey you wish to withdraw your participation, you can terminate your involvement without explanation and your responses will not be recorded.

If you have any questions, please contact me at: [Karen.yong@online.liverpool.ac.uk](mailto:Karen.yong@online.liverpool.ac.uk)

Thank you for considering this request.

Yours sincerely,

Karen Yong  
Student Researcher,  
University of Liverpool, UK

Dr. R. Singh Kaurav  
Associate Professor  
University of Liverpool, UK and Prestige Institute  
of Business Management University, Gwailor, India

## APPENDIX I: PARTICIPANT SURVEY

PART 1: Please complete each section consisting of 4 statements by dividing 100 between the statements for example:

**EXAMPLE:**

<i>A -Organizational Characteristics</i>	<i>Now</i>	<i>Preferred</i>
<i>The organization is a very personable place.</i>	<i>5</i>	<i>35</i>
<i>The organization is a very dynamic entrepreneurial place.</i>	<i>60</i>	<i>15</i>
<i>The organization is very results oriented.</i>	<i>30</i>	<i>40</i>
<i>The organization is a very controlled and structured place.</i>	<i>5</i>	<i>10</i>
<i>Total</i>	<i>100</i>	<i>100</i>

<b>1. Dominant Characteristics</b>		<b>Now</b>	<b>Preferred</b>
<b>A</b>	The organization is a very personable place. It is like an extended family. People seem to share a lot of themselves		
<b>B</b>	The organization is a very dynamic entrepreneurial place. People are willing to stick their necks out and take risks		
<b>C</b>	The organization is very results oriented. A major concern is with getting the job done. People are very competitive and achievement oriented.		
<b>D</b>	The organization is a very controlled and structured place; Formal procedures generally govern what people do.		
	Total		



<b>2. Organizational Leadership</b>		Now	Preferred
A	The leadership in the organization is generally considered to exemplify mentoring, facilitating, and nurturing		
B	The leadership in the organization is generally considered to exemplify entrepreneurship, innovation or risk taking		
C	The leadership in the organization is generally considered to exemplify a no-nonsense, aggressive, results-oriented focus.		
D	The leadership in the organization is generally considered to exemplify coordinating, organizing or smooth-running efficiency		
	Total		

<b>3. Management of Employees</b>		Now	Preferred
A	The Management style in the organization is characterized by teamwork, consensus and participation		
B	The Management style in the organization is characterized by individual risk-taking, innovation, freedom and uniqueness		
C	The Management style in the organization is characterized by hard-driving competitiveness, high demands, and achievements		
D	The Management style in the organization is characterized by security of employment, conformity, predictability and stability in relationships		
	Total		

<b>4. Organizational Glue</b>		Now	Preferred
A	The glue that holds the organization together is loyalty and mutual trust. Commitment to this organization runs high		
B	The glue that holds the organization together is commitment to innovation and development. There is an emphasis on being on the cutting edge		
C	The glue that holds the organization together is the emphasis on achievement and goal accomplishment, Aggressiveness and winning are common themes.		
D	The glue that holds the organization together is formal rules and policies. Maintaining a smooth-running organization is important		
	Total		

<b>5. Strategic Emphases</b>		Now	Preferred
A	The organization emphasizes human development, high trust, openness and participation persist		
B	The organization emphasizes acquiring new resources and creating new challenges. Trying new things and prospecting for opportunities are valued		
C	The organization emphasizes competitive actions and achievement. Hitting stretch targets and winning in the marketplace are dominant		

D	The organization emphasizes permanence and stability. Efficiency, control and smooth operations are important		
	Total		

6. Criteria of Success		Now	Preferred
A	The organization defines success on the basis of the development of human resources, teamwork, employee commitment and concern for people		
B	The organization defines success on the basis of having the most unique or newest products. It is a product leader and innovator		
C	The organization defines success on the basis of winning in the marketplace and outpacing the competition. Competitive market leadership is key.		
D	The organization defines success on the basis of efficiency. Dependent delivery, smooth scheduling and low-cost production are critical.		
	Total		

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Part 2: These statements describe your interactions with your members of the leadership or co-workers during the last 6 months. For each statement, please rate the frequency with which you experience the following interactions by **CIRCLING** your response.

		<b>Circle One (1)</b>				
	<b>Questions</b>	Never	Occasionally	Monthly	Weekly	Daily
1	Someone withholding information which affects your performance	1	2	3	4	5
2	Being humiliated or ridiculed in connection with your work	1	2	3	4	5
3	Being ordered to do work below your level of competence	1	2	3	4	5
4	Having key areas of responsibility removed or replaced with more trivial or unpleasant tasks	1	2	3	4	5
5	Spreading of gossip and rumours about you	1	2	3	4	5
6	Being ignored or excluded	1	2	3	4	5
7	Having insulting or offensive remarks made about your person, attitudes or your private life	1	2	3	4	5
8	Being shouted at or being the target of spontaneous anger	1	2	3	4	5
9	Intimidating behaviour such as finger-pointing, invasion of personal space, shoving, blocking your way	1	2	3	4	5
10	Hints or signals from others that you should quit your job	1	2	3	4	5
11	Repeated reminders of your errors or mistakes	1	2	3	4	5

12	Being ignored or facing a hostile reaction when you approach	1	2	3	4	5
13	Persistent criticism of your errors or mistakes	1	2	3	4	5
14	Having your opinions ignored	1	2	3	4	5
15	Practical jokes carried out by people you don't get along with	1	2	3	4	5
16	Being given tasks with unreasonable deadlines	1	2	3	4	5
17	Having allegations made against you	1	2	3	4	5
18	Excessive monitoring of your work	1	2	3	4	5
19	Pressure not to claim something to which by right you are entitled (e.g., Vacation, sick leave, overtime)	1	2	3	4	5
20	Being the subject of excessive teasing and sarcasm	1	2	3	4	5
21	Being exposed to an unmanageable workload	1	2	3	4	5
22	Threats of violence or physical abuse or actual abuse	1	2	3	4	5

NAQ-r Questionnaire reproduced by permission from Einarsen Institute University of Bergen

Thank you

Your Code: \_\_\_\_\_

Please retain your code in the event you choose to withdraw from the study  
within 30-days of survey completion phase  
Source: Author, 2019

## APPENDIX J: ATIP-REQUESTED DOCUMENTS

Date Requested	Documents Requested	Documents Received
August 2018	<ul style="list-style-type: none"> <li>Rate of harassment vs bullying complaints between 2012-2018</li> </ul>	Do not categorize or differentiate between harassment and bullying.
	<ul style="list-style-type: none"> <li>Composition by rank and service years for members on the GHAC and K Division</li> </ul>	NA
	<ul style="list-style-type: none"> <li>Completion rates of the mandated 'Respect in the Workplace' training to date.</li> </ul>	Yes
	<ul style="list-style-type: none"> <li>Methodologies to assess Diversity and Inclusion, Respect in the Workplace and Leadership Trainings 2012-2018</li> </ul>	None in place to assess methodologies
	<ul style="list-style-type: none"> <li>The annual budget for 'Respect in the workplace' training.</li> </ul>	Yes
	<ul style="list-style-type: none"> <li>Current RCMP methodologies to assess Diversity and Inclusion, Respect in the Workplace and Leadership trainings January to December 2012, and January 2016 - December 2017.</li> </ul>	NA
	<ul style="list-style-type: none"> <li>Completion rates of mandated 'Respect in the workplace' training to date</li> </ul>	Yes
	<ul style="list-style-type: none"> <li>Curriculum outline for Respect in the Workplace training</li> </ul>	Yes
	<ul style="list-style-type: none"> <li>Number of trainers/facilitators for Respect in the Workplace training</li> </ul>	Yes
	<ul style="list-style-type: none"> <li>Composition by rank and service years for members on the GHAC and K Division, Division Respect, Inclusion, Equity Advisory Committee</li> </ul>	NA
	<ul style="list-style-type: none"> <li>Who develops, owns the process for GBA+ (Gender-based Analysis+)</li> </ul>	No
	<ul style="list-style-type: none"> <li>Attrition/ turnover rates 2011/12 to 2016/17</li> </ul>	Yes
Feb 2019	<ul style="list-style-type: none"> <li>RWP evaluations 2016-2017</li> </ul>	NA
	<ul style="list-style-type: none"> <li>Anti-harassment training program participation rates</li> </ul>	Yes
	<ul style="list-style-type: none"> <li>Curricula outlines</li> </ul>	Yes
	<ul style="list-style-type: none"> <li>Emailed and or spoke with facilitators of 'Respectful</li> </ul>	Yes

	Workplace', 'Sexual Harassment', 'Informal Conflict Communication',	
May 2019	<ul style="list-style-type: none"> <li>Current K Division organizational chart</li> </ul>	Partial
	<ul style="list-style-type: none"> <li>Specific organizational reporting line for anti-harassment training programs</li> </ul>	Yes
	<ul style="list-style-type: none"> <li>Acronym clarification</li> </ul>	Yes

Source: Author

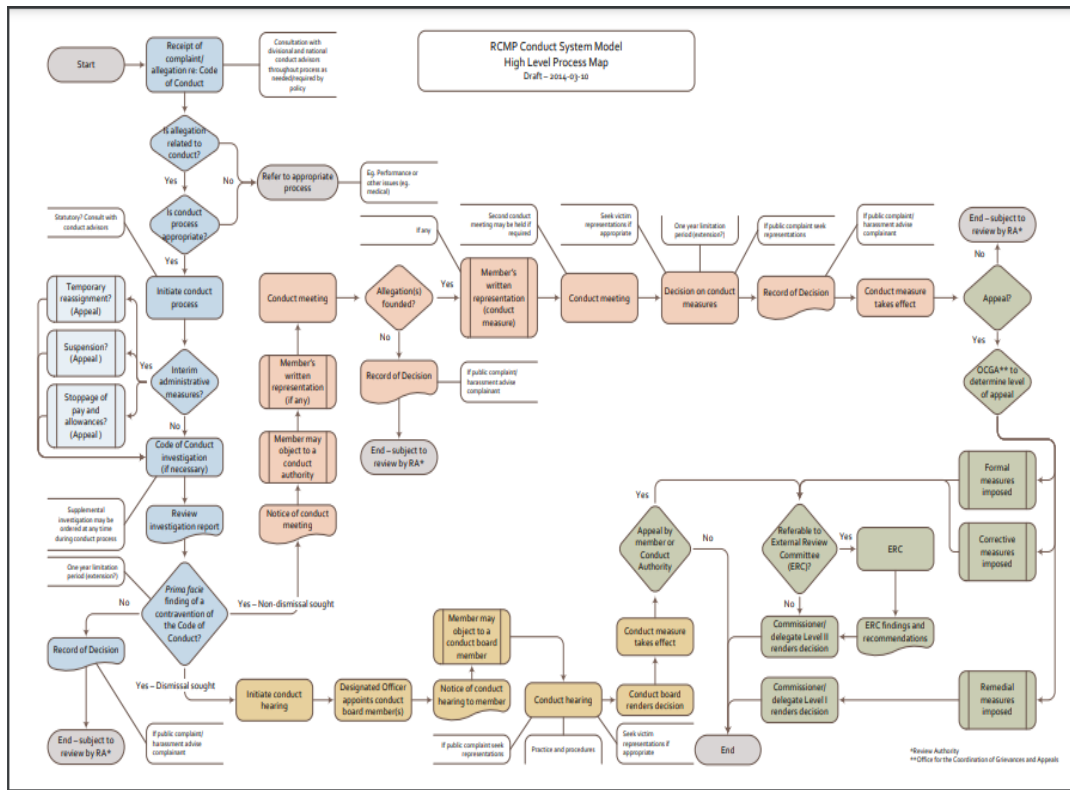
## **APPENDIX K: EXCERPT FROM INFORMAL CONFLICT MANAGEMENT (ICM) ANNUAL REPORT- PARTICIPANT**

"There has been a noted absence of commissioned officers on the ICM training in 'K' Division. To date almost 200 people have taken the one-day Conflict Awareness workshop. Only 2 of those participants were officers. Over 200 participants have taken the three-day Resolving Conflict Effectively course. Only 4 were commissioned officers (of which one has since been posted to 'F' Division) and another that I know of commissioned subsequent to the training. 40 members/employees have taken the two-day Facilitating Collaborative Conversations workshop which is specifically for supervisors. Only 2 of them are officers and one of those two was promoted to Inspector subsequent to taking the training. This dynamic has been commented on by participants a number of times. The above numbers only reflect those that have taken the training with me. I am aware of two quite senior officers in 'K' Division who took ICM training in another division during a previous posting. There is tendency for supervisors to look for the shortest training possible because they believe they are too busy to commit to a two or three-day course. The reality is that they are the ones who need the in depth training the most and failure to develop effective conflict resolution skills will be far costlier in time and resources in the long run. Conflict management is a core leadership competency."

Source : Training Staff-K Division, 2019



## APPENDIX L: RCMP COMPLAINT PROCESS



Source: RCMP Conduct System Model, 2014

## **APPENDIX M: 2019 PUBLIC SERVICE EMPLOYEES SURVEY RESULTS FOR K DIVISION (ALBERTA) – EXCERPTS**

### **Harassment**

**Harassment is normally a series of incidents, but it can be one severe incident that has a lasting impact on the individual.** Harassment is any improper conduct by an individual that is directed at and offensive to another individual in the workplace, including at any event or any location related to work, and that the individual knew or ought reasonably to have known would cause offence or harm. It comprises objectionable act(s), comment(s) or display(s) that demean, belittle, or cause personal humiliation or embarrassment, and any act of intimidation or threat. It also includes harassment within the meaning of the *Canadian Human Rights Act* (i.e., based on race, national or ethnic origin, colour, religion, age, sex, sexual orientation, gender identity or expression, marital status, family status, genetic characteristics (including a requirement to undergo a genetic test, or disclose the results of a genetic test), disability or conviction for an offence for which a pardon has been granted or in respect of which a record suspension has been ordered).

Question 5. I have the information, training and equipment I need to ensure my health and safety at work.

Survey year	Organization	Strongly agree (%)	Somewhat agree (%)	Neither agree nor disagree (%)	Somewhat disagree (%)	Strongly disagree (%)	Don't know (%)	Not applicable (%)	Positive answers (%)	Negative answers (%)	Total responses
2019	Public Service	45	35	9	7	3	0	0	81	10	180486
2019	Royal Canadian Mounted Police	48	35	8	7	3	0	0	83	9	5065
2019	K Division (Alberta)	42	37	9	9	3	0	0	79	11	483

Question 6. I have support at work to balance my work and personal life.

Survey year	Organization	Strongly agree (%)	Somewhat agree (%)	Neither agree nor disagree (%)	Somewhat disagree (%)	Strongly disagree (%)	Don't know (%)	Not applicable (%)	Positive answers (%)	Negative answers (%)	Total responses
2019	Public Service	45	31	10	8	5	0	0	77	13	181242
2019	RCMP	53	29	8	6	4	0	0	82	10	5078
2019	K Division (Alberta)	50	29	9	7	3	1	0	80	10	487

Question 8. I receive meaningful recognition for work well done.

<b>2019</b>	<b>Public Service</b>	28	36	15	12	8	0	0	65	20	181492
<b>2019</b>	<b>RCMP</b>	33	36	13	10	7	0	0	69	18	5097
<b>2019</b>	<b>K Division (Alberta)</b>	25	39	14	15	6	1	0	65	6	487

Question 17. I can complete my assigned workload during my regular working hours.

Survey year	Organization	Always/almost always (%)	Often (%)	Some times (%)	Rarely (%)	Never almost never (%)	Don't know (%)	Not applicable (%)	Positive answers (%)	Negative answers (%)	Total responses
<b>2019</b>	<b>Public Service</b>	39	32	17	7	4	0	1	71	12	180499
<b>2019</b>	<b>RCMP</b>	42	29	16	8	5	0	1	71	12	5047
<b>2019</b>	<b>K Division (Alberta)</b>	33	30	19	11	5	1	2	65	16	482

Question 58. Having carefully read the definition of harassment, have you been the victim of harassment on the job in the past 12 months?

Survey year	Organization	Yes (%)	No (%)	Total responses
2019	Public Service	14	86	181483
2019	Royal Canadian Mounted Police	15	85	5101
2019	K Division (Alberta)	17	83	485

Question 59a. From whom did you experience harassment on the job? Co-workers

Survey year	Organization	Yes (%)	No (%)	Total responses
2019	Public Service	51	49	23324
2019	Royal Canadian Mounted Police	55	45	781
2019	K Division (Alberta)	56	44	84

Question 59b. From whom did you experience harassment on the job? Individuals with authority over me

Survey year	Organization	Yes (%)	No (%)	Total responses
2019	Public Service	60	40	23324
2019	Royal Canadian Mounted Police	61	39	781
2019	K Division (Alberta)	60	40	84

Question 59c. From whom did you experience harassment on the job? Individuals working for me

Survey year	Organization	Yes (%)	No (%)	Total responses
2019	Public Service	8	92	23324
2019	Royal Canadian Mounted Police	7	93	781
2019	K Division (Alberta)	6	94	84

Question 60a. Please indicate the nature of the harassment you experienced. Aggressive behaviour

Survey year	Organization	Yes (%)	No (%)	Total responses
2019	Public Service	39	61	23086
2019	Royal Canadian Mounted Police	36	64	772
2019	K Division (Alberta)	39	61	81

Question 60b. Please indicate the nature of the harassment you experienced. Excessive control

Survey year	Organization	Yes (%)	No (%)	Total responses
2019	Public Service	39	61	23086
2019	Royal Canadian Mounted Police	40	60	772
2019	K Division (Alberta)	39	61	81

Question 60c. Please indicate the nature of the harassment you experienced. Being excluded or being ignored

Survey year	Organization	Yes (%)	No (%)	Total responses
2019	Public Service	47	53	23086
2019	Royal Canadian Mounted Police	53	47	772
2019	K Division (Alberta)	57	43	81

Question 60e. Please indicate the nature of the harassment you experienced. Interference with work or withholding resources

Survey year	Organization	Yes (%)	No (%)	Total responses
2019	Public Service	31	69	23086
2019	Royal Canadian Mounted Police	34	66	772
2019	K Division (Alberta)	33	67	81

Question 60f. Please indicate the nature of the harassment you experienced. Offensive remark

Survey year	Organization	Yes (%)	No (%)	Total responses
2019	Public Service	55	45	23086
2019	Royal Canadian Mounted Police	51	49	772
2019	K Division (Alberta)	54	46	81



Question 60g. Please indicate the nature of the harassment you experienced. Personal attack

Survey year	Organization	<u>Yes</u> (%)	<u>No</u> (%)	Total responses
2019	Public Service	36	64	23086
2019	Royal Canadian Mounted Police	35	65	772
2019	K Division (Alberta)	34	66	81

Question 60k. Please indicate the nature of the harassment you experienced. Unfair treatment

Survey year	Organization	<u>Yes</u> (%)	<u>No</u> (%)	Total responses
2019	Public Service	49	51	23086
2019	Royal Canadian Mounted Police	49	51	772
2019	K Division (Alberta)	47	53	81

Question 60l. Please indicate the nature of the harassment you experienced. Yelling or shouting

Survey year	Organization	<u>Yes</u> (%)	<u>No</u> (%)	Total responses
2019	Public Service	26	74	23086
2019	Royal Canadian Mounted Police	23	77	772
2019	K Division (Alberta)	28	72	81

Question 61b. What action(s) did you take to address the harassment you experienced? I discussed the matter with the person(s) from whom I experienced the harassment.

Survey year	Organization	<u>Yes</u> (%)	<u>No</u> (%)	Total responses
2019	Public Service	27	73	22957
2019	Royal Canadian Mounted Police	29	71	766
2019	K Division (Alberta)	25	75	80

Question 61c. What action(s) did you take to address the harassment you experienced? I contacted a human resources advisor in my department or agency.

Survey year	Organization	Yes (%)	No (%)	Total responses
2019	Public Service	9	91	22957
2019	Royal Canadian Mounted Police	7	93	766
2019	K Division (Alberta)	8	92	80

Question 61d. What action(s) did you take to address the harassment you experienced? I contacted my union representative.

Survey year	Organization	Yes (%)	No (%)	Total responses
2019	Public Service	21	79	22957
2019	Royal Canadian Mounted Police	19	81	766
2019	K Division (Alberta)	23	77	80

Question 61e. What action(s) did you take to address the harassment you experienced? I used an informal conflict resolution process.

Survey year	Organization	Yes (%)	No (%)	Total responses
2019	Public Service	10	90	22957
2019	Royal Canadian Mounted Police	12	88	766
2019	K Division (Alberta)	12	88	80

Question 61f. What action(s) did you take to address the harassment you experienced? I filed a grievance or formal complaint.

Survey year	Organization	Yes (%)	No (%)	Total responses
2019	Public Service	7	93	22957
2019	Royal Canadian Mounted Police	6	94	766
2019	K Division (Alberta)	9	91	80

Question 62a. Why did you not file a grievance or formal complaint about the harassment you experienced? The issue was resolved.

Survey year	Organization	Yes (%)	No (%)	Total responses
2019	Public Service	11	89	21361
2019	Royal Canadian Mounted Police	10	90	714
2019	K Division (Alberta)	16	84	71

Question 61i. What action(s) did you take to address the harassment you experienced? I took no action.

Survey year	Organization	Yes (%)	No (%)	Total responses
2019	Public Service	26	74	22957
2019	Royal Canadian Mounted Police	24	76	766
2019	K Division (Alberta)	26	74	80

Question 62b. Why did you not file a grievance or formal complaint about the harassment you experienced? I did not think the incident was serious enough.

Survey year	Organization	<u>Yes</u> (%)	<u>No</u> (%)	Total responses
2019	Public Service	20	80	21361
2019	Royal Canadian Mounted Police	21	79	714
2019	K Division (Alberta)	22	78	71

Question 62c. Why did you not file a grievance or formal complaint about the harassment you experienced? The behaviour stopped.

Survey year	Organization	<u>Yes</u> (%)	<u>No</u> (%)	Total responses
2019	Public Service	10	90	21361
2019	Royal Canadian Mounted Police	8	92	714
2019	K Division (Alberta)	9	91	71

Question 62d. Why did you not file a grievance or formal complaint about the harassment you experienced? The individual apologized.

Survey year	Organization	<u>Yes</u> (%)	<u>No</u> (%)	Total responses
2019	Public Service	7	93	21361
2019	Royal Canadian Mounted Police	7	93	714
2019	K Division (Alberta)	7	93	71

Question 62e. Why did you not file a grievance or formal complaint about the harassment you experienced? Management intervened.

Survey year	Organization	<u>Yes</u> (%)	<u>No</u> (%)	Total responses
2019	Public Service	10	90	21361
2019	Royal Canadian Mounted Police	10	90	714
2019	K Division (Alberta)	10	90	71

Question 62f. Why did you not file a grievance or formal complaint about the harassment you experienced? The individual left or changed jobs.

Survey year	Organization	<u>Yes</u> (%)	<u>No</u> (%)	Total responses
2019	Public Service	9	91	21361
2019	Royal Canadian Mounted Police	9	91	714
2019	K Division (Alberta)	12	88	71

Question 62h. Why did you not file a grievance or formal complaint about the harassment you experienced? I did not know what to do, where to go or whom to ask.

Survey year	Organization	<u>Yes</u> (%)	<u>No</u> (%)	Total responses
2019	Public Service	12	88	21361
2019	Royal Canadian Mounted Police	11	89	714
2019	K Division (Alberta)	15	85	71



Question 62i. Why did you not file a grievance or formal complaint about the harassment you experienced? I was too distraught.

Survey year	Organization	Yes (%)	No (%)	Total responses
2019	Public Service	13	87	21361
2019	Royal Canadian Mounted Police	14	86	714
2019	K Division (Alberta)	12	88	71

Question 62j. Why did you not file a grievance or formal complaint about the harassment you experienced? I had concerns about the formal complaint process (e.g., confidentiality, how long it would take).

Survey year	Organization	Yes (%)	No (%)	Total responses
2019	Public Service	32	68	21361
2019	Royal Canadian Mounted Police	33	67	714
2019	K Division (Alberta)	35	65	71

Question 62k. Why did you not file a grievance or formal complaint about the harassment you experienced? I was advised against filing a complaint.

Survey year	Organization	<u>Yes</u> (%)	<u>No</u> (%)	Total responses
2019	Public Service	10	90	21361
2019	Royal Canadian Mounted Police	8	92	714
2019	K Division (Alberta)	10	90	71

Question 62l. Why did you not file a grievance or formal complaint about the harassment you experienced? I was afraid of reprisal (e.g., having limited career advancement, being labelled a troublemaker).

Survey year	Organization	<u>Yes</u> (%)	<u>No</u> (%)	Total responses
2019	Public Service	48	52	21361
2019	Royal Canadian Mounted Police	51	49	714
2019	K Division (Alberta)	59	41	71

Question 62m. Why did you not file a grievance or formal complaint about the harassment you experienced? Someone threatened me.

Survey year	Organization	Yes (%)	No (%)	Total responses
2019	Public Service	2	98	21361
2019	K Division (Alberta)	0	100	71

Question 62n. Why did you not file a grievance or formal complaint about the harassment you experienced? I did not believe it would make a difference.

Survey year	Organization	Yes (%)	No (%)	Total responses
2019	Public Service	56	44	21361
2019	Royal Canadian Mounted Police	59	41	714
2019	K Division (Alberta)	61	39	71

Question 63. Having carefully read the definition of harassment, have you directly witnessed harassment on the job in the past 12 months?

Survey year	Organization	Yes (%)	No (%)	Total responses
2019	Public Service	18	82	181223
2019	Royal Canadian Mounted Police	18	82	5084
2019	K Division (Alberta)	22	78	480

Question 65. My department or agency works hard to create a workplace that prevents harassment.

Survey year	Organization	Strongly agree (%)	Somewhat agree (%)	Neither agree nor disagree (%)	Somewhat disagree (%)	Strongly disagree (%)	Don't know (%)	Not applicable (%)	Positive answers (%)	Negative answers (%)	Total responses
2019	Public Service	34	30	16	7	5	8	1	69	13	181533
2019	RCMP	35	28	17	7	5	6	1	68	13	5097
2019	K Division (Alberta)	35	30	18	9	4	4	1	68	14	484

## **APPENDIX N: EXCERPT FROM PUBLIC INTEREST INVESTIGATION REPORT INTO ISSUES OF WORKPLACE HARASSMENT WITHIN THE ROYAL CANADIAN MOUNTED POLICE**

### **Harassment complaints by RCMP division**

Division	Complaints Filed	% Of employees
A (Ottawa)	11	2.5
B (Newfoundland and Labrador)	12	1.6
C (Quebec)	19	1.6
D (Manitoba)	35	2.7
E (British Columbia)	160	1.7
F (Saskatchewan)	63	4.8
G (Northwest Territories)	19	7.5
H (Nova Scotia)	35	2.3
J (New Brunswick)	52	4.9
K (Alberta)	145	3.6
L (Prince Edward Island)	5	4.5
M (Yukon)	0	0.0
O (Ontario)	81	5.0
HQ (includes Depot)	78	1.4
V (Nunavut)	3	1.9

Overall and on average, the total number of complaints formally lodged represented approximately 2.5% of all employees of the RCMP.

Among the files assessed by the Commission, noted that in total, 44% of complainants were female, while 49% were male. Seven percent of complainants were of unknown gender based on the file materials available, or multiple

complainants/respondents were present. Sixty-one percent of complainants were regular RCMP members, while 39% were either public service employees, civilian members or other employee types. The divisional breakdown of the preceding numbers found [below].

**Table 3: Complainants by division, gender and employee type**

Division	Male	Female	Unknown	Regular Member	Other Employee Type
A (Ottawa)	5	6	0	5	6
B (Newfoundland and Labrador)	2	9	0	3	9
C (Quebec)	7	11	1	11	8
D (Manitoba)	15	20	1	16	19
E (British Columbia)	80	74	6	95	65
F (Saskatchewan)	26	1	36	51	12
G (Northwest Territories)	17	2	0	16	3
H (Nova Scotia)	20	14	1	25	9
J (New Brunswick)	31	20	1	31	21
K (Alberta)	51	93	1	74	70
L (Prince Edward Island)	5	0	0	5	0
M (Yukon)	0	0	0	0	0
O (Ontario)	28	28	1	72	9
HQ (includes Depot)	37	40	1	32	46

Division	Male	Female	Unknown	Regular Member	Other Employee Type
V (Nunavut)	1	2	0	2	1

With respect to respondents, in total, 71% were male and 23% female, while the respondent's gender was not identifiable through the file review in 6% of cases. Seventy-three percent of respondents were regular RCMP members, while 27% were either public service employees, civilian members or other employee types. The divisional breakdown of the preceding numbers can be found in Table 3

Source: *Royal Canadian Mounted Police Act*, Subsection 45.43(3), File No.: PC-2011-37-91